Child and Adolescent Psychotherapeutic Counselling

Module 1

The Therapeutic Relationship & Therapeutic Processes
This element explores an integrative approach to the therapeutic relationship. It will include a study of the working alliance, the transferential relationship and the person to person relationship. The work of Kahn, Schore, Rogers, Clarkson and Gelso & Hayes feature here. There is an emphasis on the importance of processes at work in the therapeutic relationship including empathy, affect attunement, misattunement, transference and projection. This includes processes involved in working with children and in working with play and the arts.

Module 2

Professional Issues in Therapy with Children
In this element, the key professional, ethical and legal issues surrounding the practice of therapeutic counselling and research on counselling are examined. Since the context of work with children and adolescents is rapidly changing, with increased emphasis on working with other agencies, systems and groups as well as with individuals, it is important to understand different contexts and the different modes of working within them. The element will cover the following:

- Assessment for counselling and of progress during counselling; scanning; beginning; referral and co-working; ending counselling; and the use of time, boundaries and contracts. The use and role of supervision.
- The legal frameworks surrounding counselling practice, including the child protection requirements and other important frameworks such as the implications of the Children's Act 2004 and the UN Convention on the Rights Of The Child.
- Ethical aspects including codes of ethics, confidentiality, information exchange and the law.
- The processes and issues related to working with systems e.g. schools, social services or welfare agencies, and working with health services. Particular attention will be paid to counselling in education, its history and current research on and developments in school based counselling.
- Research, management and evaluation of school based counselling.

Child and Adolescent Psychotherapeutic Counselling

Module 3

Understanding Child and Adolescent Development

This element explores the key theoretical frameworks for individual and group development in childhood and adolescence and their implications for therapeutic practices. An integrative approach is adopted, through the use of

- Developmental frameworks of those such as Erikson, Piaget, Vygotsky and Klein
- Theories of attachment and development, including the work of Bowlby, Rutter and Winnicott.
- Theories of self, self-concept and self-esteem.
- Children and play and the therapeutic uses of play and images.
- Current neurobiological research on emotional development and the brain.
- Current research on issues related children and adolescents and mental health.

Module 4

Specific Issues in Children's Social, Emotional and Mental Health

This element explores how children's social and emotional wellbeing can be developed in proactive and educational, as well as therapeutic, ways. It will include the following:

- Working in developmental and reactive ways i.e. personal, social and emotional education through the curriculum as well as through individual and group work.
- A critical assessment of the role of individual and group work in education.
- Current issues in child and adolescent mental health, including an exploration of the research and approaches to working with suicide, depression, eating disorders, behavioural 'problems' and addictive problems.

The element also explores the social world of the child and how to intervene supportively to build social relationships in groups as well as with individuals. So working with peers will be a major theme. Working to support children and their carers will also be a major theme of this unit of work. This theme of working with parents and families will include reference to the theory of group development and group processes, and theories of family development, processes and working with families.