

HSC212.9 Child & Adolescent Counselling

Name of Unit 1 (Unit Code 1)
Child and Adolescent Counselling (HSC212.9)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Masters	One semester	Advanced	Olivia Kearney

1.2 Core or elective unit

Indicate if the unit is a

- core unit
- elective unit
- other (please specify below):

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1.3 Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6	96

1.4 Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	7	10

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: __0__ hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the unit:

- Face to face on site
- e-learning (online)
- Intensive (provide details)

See Delivery Modes Policy.

- Block release (provide details)

- Work-integrated learning activity
- Mixed/blended
- Distance/independent learning (untimetabled)
- Full-time
- Part-time
- External
- Fast track (provide details)

- Other (please specify)

1.6 Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If YES, provide details of the prerequisite or co-requisite requirements below.

HSC201.8 Introduction to Counselling Theories
HSC200.8 Counselling Skills

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this unit (for example, special computer access, physical education equipment)?

Yes No

If **YES**, provide details of specialist facilities and/or equipment below.

SECTION 2 – ACADEMIC DETAILS

2.1 Unit Descriptor

Provide below a brief unit description, which includes a summary of the key content of the unit.

This unit introduces students to the developmental stages of childhood and adolescence and the neurobiological changes that accompany them. It explores the various problems that present during this stage of life and the therapeutic modalities that have been developed to address them. The complexity of treatment is highlighted and students are invited to consider the legal, cultural, and ethical issues that factor into the therapeutic process as well as the impact on the parent-child relationship and the wider family. Finally, this unit challenges students to reflect on how their own childhood experiences shape them as practitioners and dispose them toward certain treatment modalities.

2.2 Learning Outcomes for the Unit

Learning outcomes for unit:
1. Explain how neurobiology fundamentally shapes human growth and capacity in the context of early life relationships
2. Differentiate the therapeutic goals and modalities appropriate to the developmental stages of childhood and adolescence
3. Justify the suitability of therapeutic modalities for the effective treatment of various presentations involving children, adolescents, and their families
4. Determine how personal childhood experiences impact self-understanding, worldviews, and treatment modality preferences

Assessment tasks			
Type *	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Reflective Journal Students will be asked to submit four short reflections based on the coursework in a journal format. The reflections should be considered and critically reflect on how their own childhood experiences have impacted them personally and as practitioners. 1500 words	4	Week 2, 5, 8, 12	25%

Assessment tasks			
Type *	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<p>Research Paper Choose a childhood disorder from a list given to you and conduct research to investigate the following topics:</p> <ul style="list-style-type: none"> • Diagnostic criteria of the disorder • Brief history/background information • Epidemiology • Aetiology • Treatment <p>2000 words</p>	2, 3	Week 10	35%
<p>Case Formulation Read the provided case study and prepare a case formulation for a supervisor that demonstrates consideration for developmental stages and neurobiology. As part of this formulation, develop, critically appraise, and justify treatment goals and a treatment modality considering ethical, legal and cultural implications.</p> <p>2500 words</p>	1, 2, 3 & 4	Week 13	40%

2.3 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required Textbook

Geldard, K., Geldard, D., & Yin Foo, R. (2020). *Counselling adolescents: The proactive approach for young people* (5th ed.). SAGE Publications.

Geldard, K., Geldard, D., & Yin Foo, R. (2018). *Counselling Children: A practical introduction* (5th ed.). SAGE Publications.

Recommended Reference List

American Psychiatric Association. (2013). *Diagnostic and statistical manual* (5th ed.).

- Beck, J. S. (2014). *Cognitive behavior therapy: Basics and beyond*. Guilford Press.
- Berk, L. E. (2018). *Development through the lifespan* (7th ed.). Pearson Education.
- Booth, P., & Jernberg, A. (2010). *Theraplay: Helping parents and children build better relationships through attachment-based play* (3rd ed.). Jossey-Bass.
- Cassidy, W., Faucher, C., & Jackson, M. (2013). Cyberbullying among youth: A comprehensive review of current international research and its implications and application to policy and practice. *School Psychology International*, 34, 575–612. Doi:10.1177/0143034313479697
- Crawley, S. A., Kendall, P. C., Benjamin, C. L., Brodman, D. M., Wei, C., Beidas, R. S., Podell, J. L., & Mauro, C. (2013). Brief cognitive-behavioral therapy for anxious youth: Feasibility and initial outcomes. *Cognitive and Behavioral Practice*, 20, 123–133.
- Crenshaw, D. A., & Stewart, A. L. (2015). *Play therapy: A comprehensive guide to theory and practice*. Guilford Press.
- Freidberg, R. D., & Wilt, L. H. (2010). Metaphors and stories in cognitive behavioural therapy with children. *Journal of Rational Emotive Cognitive Behavioural Therapy*, 28, 100–113.
- Geldard, K., Geldard, D., & Yin Foo, R. (2019). *Counselling adolescents: The proactive approach for young people* (5th ed.). SAGE Publications.
- Gladding, S. T. (2014). *Family therapy: History, theory, and practice* (6th ed.) Pearson Education.
- Grandin, T. (2010). *Thinking in pictures: My life with autism*. Vintage.
- Mullen, J. A., & Rickli, J. M. (2014). *Child-centred play therapy: A self-directed guide for professionals*. Research Press.
- Rathus, J., & Miller, A. (2014). *DBT with adolescents*. Guilford.
- Siegel, D. (2014). *Brainstorm: The power and purpose of the teenage brain*. Penguin.
- Siegel, D. J., & Bryson, T. P. (2012). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind, survive everyday parenting struggles, and help your family thrive*. Delacorte Press.
- Smith-Adcock, S., & Tucker, C. (2016). *Counseling children and adolescents: Connecting theory, development, and diversity*. SAGE Publications.
- Stallard, P., Spears, M., Montgomery, A. A., Phillips, R., & Sayal, K. (2013). Self-harm in young adolescents (12-16 years): Onset and short-term continuation in a community sample. *BMC Psychiatry*, 13(1), 1–25. Doi:10.1186/1471-244X-13-328
- van der Kolk, B. A., (2014). *The body keeps the score: Brain, mind and body in the healing of trauma*. Viking.

Recommended Journals

Attachment & Human Development

Child and Adolescent Mental Health

Journal of Clinical Child & Adolescent Behavior

Journal of Clinical Child & Adolescent Counseling

Journal of Clinical Child & Adolescent Psychology