

Component level:	Four
Component Guided Learning Hours (GLH):	60
Ofqual component reference no:	D/617/4249
Component review date:	31/07/2024
Component sector:	1.3 Health and Social Care

Component summary

This component 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 interventions.

Standards

This component has **4** standards

1	Understand the theoretical models of developmental stages of childhood and adolescence
2	Know about the use and application of counselling skills when working with children and young people
3	Know about key challenges and risks when working with children and young people
4	Know about an awareness of self in relation to others when working with children and young people

Syllabus outline

1) Theoretical models:

Clarification of the terms: childhood and adolescence.

Key components of models/theories associated with childhood and adolescence: development theories to include - Bowlby, Erikson, Klein, Winnicott.

Key ideas that the major schools of counselling and psychotherapy hold in relation to childhood and adolescence: from cognitive behavioural, humanistic and psychodynamic perspectives.

2) Use and application: appropriate skills and strategies for working with children and young people.

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

It is expected that before the component is delivered, the Tutor/Assessor will have read the Qualification Handbook to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled.

3) Key challenges and risks: learners should review key challenges when working with children and young people.

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.

Risk management: assess potential key risks to the counsellor and client.

4) Awareness of self: consideration of self-care in relation to potential work in this area. Encouraging self-awareness and individual growth.

Summary of assessment

*This component is assessed using the following **mandatory** method:*

- **Scenario Analysis** (see the assessment section of the qualification handbook for full details on the assessment, assignment briefs and grading criteria).

Links to other components

This is an optional component within the Level 4 Diploma in Counselling Practice qualification.

Learning and teaching strategies

Lectures, demonstrations, group-work, visiting lectures, guided individual learning, audio and visual resources.

Resources/indicative texts

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

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