

## LIDLAW COLLEGE

*Te Wananga Amorangi*

### 913.615 Counselling Children & Young People Course Assessment and Delivery Outline

**Campus:** Auckland & Christchurch  
**Lecturer:** Jane Hepburn

Mode 4, Semester 1, 2015  
NQF Level: 6, 15 credits

**Pre-requisites:** *Foundations of Relational Practice B*

**Co-requisites:** *Professional Practice A*

**Auckland Delivery:** Four days: 04 March, 01 & 02 April, 20 May

**Christchurch Delivery:** Four days: 11 March, 29 & 30 April, 27 May

#### ASSESSMENT TASKS AND DUE DATES:

##### 1. Reading & Online Discussion and Reflection

Due weeks: 2, 3, 4, 5, 9, 10

Word Count:  $200 + 50 \times 6 = 1500$

Value: 20%

Learning outcome 1, 2, 3, 4, 5

The online discussion requires you to engage with various themes and topics. These tasks will require you to prepare an initial post of 150-250 words, followed by at least one response to another post of about 50 words. Students are expected to complete all online discussions in a timely manner, in the weeks designated above. Weekly readings will be provided in the course reader and/or key course texts.

Over the course of the semester, you will participate in six online discussions related to the assigned reading. In your response to the assigned reading, you should: (a) briefly summarise the author's key point/s (b) identify key issues for counselling, and (c) one way in which your own life has been influenced by the issue in question.

##### 2. Essay: Therapeutic goals when working with children

Auckland due date: Sunday, 19 April

Christchurch due date: Sunday, 17 May

Word count: 2000

Value: 40%

Learning Outcome 1 & 2

Discuss the therapeutic goals of working with children taking into account the key developmental stages of childhood. Include in your discussion an evaluation of how the counsellor can find a balance between play and intention when counselling children.

OR

In the light of a key relational issue a young person might face, describe and justify the use of three appropriate relational and narrative interventions in order to elicit therapeutic change.

**Note:** Both answers should engage with at least twelve relevant academic texts.

### **3. Integrated practice assignment**

Auckland due date: Sunday 31 May

Christchurch due date: Sunday 14 June

Word count: 1500

Value: 40%

Learning Outcome 1, 2, 3, 4 & 5

#### **Part A: Supervision tutorial**

This course includes compulsory specialist supervision structured as part of each of the four class day across the semester. Supervision tutorials will

- Include approximately six students.
- Run for 1.5 hours
- The focus will be on case work. Students will bring a current case to discuss, and ideas for how to use play therapy.
- Each group will be facilitated by an experienced counsellor who works with children and/or young people.
- Each group will have a different focus, namely a primary school group, an intermediate school group, and a high school group, and those working with adults.

#### **Part B: Reflection**

Drawing on your learning associated with this course, discuss how your practice of working with children and/or young persons has developed over the semester. Your answer should include:

- Specific learnings from the course
- Your experience of witnessing change when counselling children and/or young persons in your own practice
- Contributions from supervised practice tutorials
- Contributions from your external supervisor
- Areas of strength and areas for future professional development in working with children and/or young persons.

If you have not been working with children or young people, you may reflect on your work with adults in the light of the material covered in this course

## GRADING CRITERIA

### Reading & online Discussion and Reflection

- Engagement with the material
- Constructive online participation
- Structure and presentation
- Timeliness

CRITERIA MET				
Engagement with the material	Posting is unrelated to the topic or trivial  (- D -+)	Posting is on topic and shows some understanding  (- C -+)	Posting is on topic and is well considered  (- B -+)	Posting is on topic and insightful  (- A -+)
Constructive online participation	No reference is made to other student postings  (- D -+)	Limited engagement with other posts and the set reading  (- C -+)	Good engagement with other posts and the set reading  (- B -+)	Weaving together the material and the remarks of others into a coherent conversation  (- A -+)
Structure and presentation	Postings are inadequately presented  (- D -+)	Postings have adequate presentation  (- C -+)	Postings are presented with minimal errors  (- B -+)	Postings have concise writing, structure, and accurate spelling and grammar  (- A -+)
Timeliness	<p><b>Missing postings:</b> At least 4 postings must be completed to pass the assessment. If one posting is missing a full grade deduction will occur (A to B) and if two postings are missing a C- will be the highest grade.</p> <p><b>Late postings:</b> Postings will not be accepted if more than one week late (Forums will be closed). For each late posting one mark will be deducted (A to A-).</p>			

**Essay 1**  
Option A

CRITERIA MET				
Discussion of developmentally appropriate goals	Inadequate discussion of the topic, and / or not linking to relevant literature	Therapeutic goals are discussed but not well linked to developmental issues, or relevant literature	Good overview and literature based discussion with some key developmental issues linked with therapeutic goals	Insightful literature based discussion of topic with coherent engagement with age appropriate therapeutic practice
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Evaluation of means to balance play and therapeutic foci	Little or no integration of play and therapeutic intentions	Play and therapeutic intentions identified but inadequately linked	Play and therapeutic intentions identified and adequately balanced	Very high standard of evaluation about how to balance play and therapeutic intentions
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Quality of written expression	Not up to tertiary standard	Good structure but many errors throughout	High standard but further work needed in; paragraph structure, writing style and editing	Very high standard structure, written expression, editing, spelling and style
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Accuracy in referencing (APA) and reference list	Inadequate referencing and/or no reference list Plagiarism detected	Many inaccuracies in referencing and reference list	Most referencing accurate	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

**Essay 1**  
Option B

CRITERIA MET				
Evaluation of counsellor engagement with a young person's relational issue	Inadequate evaluation of a key relational issue, and / or not linking to relevant literature	A key relational issue is identified, but only adequate literature based elevation of appropriate counsellor engagement	Good literature-based evaluation of appropriate counsellor engagement with a key relational issue	Insightful literature based evaluation of appropriate counsellor engagement with a key relational issue
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Evaluation of change focused therapeutic intervention	Little or no evaluation of the therapeutic engagement's effectiveness with little or no reference to life-span, relational and social influences	Adequate evaluation of the therapeutic engagement's effectiveness including some reference to life-span, relational and social influences	Good evaluation of the therapeutic intervention's effectiveness including clear reference to life-span, relational and social influences	Very high standard of evaluation of the therapeutic intervention's effectiveness, including insightful reference to life-span, relational and social influences
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Quality of written expression	Not up to tertiary standard	Good structure but many errors throughout	High standard but further work needed in; paragraph structure, writing style and editing	Very high standard structure, written expression, editing, spelling and style
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Accuracy in referencing (APA) and reference list	Inadequate referencing and/or no reference list Plagiarism detected	Many inaccuracies in referencing and reference list	Most referencing accurate	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

## Reflective Assignment

CRITERIA MET				
Specific learnings from the course	Little or no discussion about specific learnings.	Adequate identification of specific learnings, with some linking to experience of witnessing change in children or young-people	Thoughtful discussion about specific learnings linked well to experience of witnessing change in children or young-people	Critical discussion about specific learnings, with insightful linking to experience of witnessing change in children or young-people
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Discussion about use of supervision in practice developments	Inadequate discussion about use of supervision in practice developments	Some practice developments are discussed using examples that illustrate adequate supervision reflection	Practice developments are discussed using examples that illustrate robust supervision reflection	Practice developments are insightfully discussed using ethically aware illustrations drawn from supervision
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Areas of strength and areas for future professional development	Little or no discussion of areas of strength and future professional development	Adequate discussion of strengths and future professional development	Thoughtful discussion about strengths and future professional development	Insightful discussion about strengths and future professional development.
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Quality of written expression	Not up to tertiary standard	Good structure but many errors throughout	High standard but further work needed in; paragraph structure, writing style and editing	Very high standard structure, written expression, editing, spelling and style
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Accuracy in referencing (APA) and reference list	Inadequate referencing and/or no reference list Plagiarism detected	Many inaccuracies in referencing and reference list	Most referencing accurate	All referencing and reference list accurate and consistent
	(- D -+)	(- C -+)	(- B -+)	(- A -+)
Submitted to Turnitin	YES	NO		

## EXPECTED ALLOCATION OF STUDY HOURS

Assessment overview	Time allocation (in hours)	% of total grade
Lectures	24	
Reading and reflection	20	20%
Essay	30	40%
Integrated practice Assignment	30	40%
Group Supervision	6	
Reading and reflection	40	
<b>Total for course</b>	<b>150</b>	<b>100%</b>

## MODE OF DELIVERY

The delivery of the course is by Mode 4 – blocks of intensive teaching, with required reading and assignments following the teaching session. There will also be supervised practice tutorials in which students bring case work.

## REFERENCES

### Key Texts

Geldard, K. & Geldard, D. (2008) *Counselling children: A practical introduction*. (3<sup>rd</sup> Edition). London, United Kingdom: Sage.

Sharry, J. (2004). *Counselling children, adolescents and families*. London, United Kingdom: Sage.

White, M. & Morgan, A. (2006). *Narrative therapy with children and their families*. Adelaide: Australia: Dulwich Centre publications.

### Other References

#### Children

Bunge, M.J. (2001). *The child in Christian thought*. Grand Rapids, MI: W. B. Eerdmans.

Freeman, J., Epston, D., & Lobovits, D. (1997). *Playful approaches to serious problems: Narrative Therapy with children and their families*. New York, NY: W. W. Norton

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- Taylor de Faoite, A (2011). *Narrative play therapy: Theory and practice*. London, United Kingdom: Jessica Kingsley Publishers.

### Adolescents

- Alika, H.I. (2012). Bullying as a correlate of dropout from school among adolescents in Delta State: Implications for counselling. *Education*. 13(3), 523-531.
- Barclay, K., Crocket, K., Kotzé, E., & Peter, M (2013). A window on School Guidance Counselling. Survey Results. *New Zealand Journal of Counselling*, 33 (1), 16-33.
- Crowe, A. (2006). Guidance and Counselling in New Zealand secondary schools: Exploring the issues. *New Zealand Journal of Counselling*, 26(3), 16-25.
- Edgette, J. (2006). *Adolescent therapy that really works: Helping kids who never asked for help in the first place*. New York, NY: WW Norton.
- Geldard, K. & Geldard, D. (1999). *Counselling adolescents: The proactive approach*. London, United Kingdom: Sage.
- Geldard, K & Geldard, D. (2009). *Practical interventions for young people at risk*. London, United Kingdom: Sage
- Hooker, C (2011). Three years of big issues for school counsellors. *Counselling Today/Nga Korero Awhina: Newsletter of the New Zealand Association of Counsellors*, 32 (1), 20-21.
- Hughes, C., Burke, A., Graham, J., Crocket, K., & Kotzé, E (2013). School Counsellors and the key competencies: The difference that makes the difference. *New Zealand Journal of Counselling*, 33 (1), 2-15.



Hughes, C (2012). School counsellors, values learning, and the New Zealand Curriculum. *New Zealand Journal of Counselling*, 32 (2) 12- 27.

Madsen, W, C. (2007). *Collaborative therapy with multi-stressed families, (2<sup>nd</sup> Edition)*. New York, NY: The Guildford Press.

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Winslade, J. & Williams, M. (2012). *Safe and peaceful schools: Addressing conflict and eliminating violence*. Thousand Oaks, CA: Sage.

### **Other texts**

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Bird, J (2004). *Talk that sings: Therapy in a new linguistic key*. New Zealand: Edge Press.

Bond, T. (2010). *Standards and ethics for counselling in action (3rd ed)*. London, United Kingdom: Sage.

Cook, R., Youngs, M. & Fenwick, S. (2008). Christians using narrative therapy with children. In R. Cook & I. Alexander (Eds.), *Interweavings; Conversations between narrative therapy and Christian faith* (pp.177 - 193). North Charleston, SC: Createspace Books.

Crocket, K., Nelson Agee, M., & Cornforth, S. (2011). *Ethics in practice: A guide for counsellors*. Wellington, New Zealand: Dunmore Press.

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### Attachment

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### Sand Tray

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Smith, S. (2012). *Sandtray play and storymaking: A hands-on approach to build academic, social, and emotional skills in mainstream and special education*. London, United Kingdom: Jessica Kingsley.

### Play Therapy

Axline, Virginia. (1993). *Play Therapy*. New York, NY: Ballantine Books.

Landreth, G.L. (2012). *Play therapy: The art of the relationship*. (3<sup>rd</sup> ed). London, United Kingdom: Routledge.