



CHRISTIAN HERITAGE COLLEGE

CA540

**CHILD AND ADOLESCENT COUNSELLING:
THEORETICAL FOUNDATIONS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	CA540														
Unit name	Child and Adolescent Counselling: Theoretical Foundations														
Associated higher education awards	Master of Counselling														
Duration	One semester														
Level	Postgraduate														
Core/elective	Elective														
Weighting	Unit credit points: 10 Course credit points: 160														
Delivery mode	Face-to-face on site External														
Student workload	<p><i>Face-to-face on site</i></p> <table> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study, and preparation</td> <td>55 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study, and preparation	55 hours	Assignment preparation	60 hours	TOTAL	150 hours	Engagement with study materials	90 hours	Assignment preparation	60 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	Nil														
Rationale	<p>In a society where the breakdown of family relationships is commonplace, children and adolescents often bear the unintended emotional consequences. This, combined with the increased awareness of the mental health challenges faced by young people, has led to an increased focus from all levels of government and society on providing counselling for children and adolescents.</p> <p>Counselling children and adolescents is different from counselling adults and requires specific knowledge and skills. In this unit, students will examine the major theories of child development, including those relating to the child in the context of the family. Students will also learn to identify the markers of typical child and adolescent development and the factors that disrupt and delay development, including insecure attachment, trauma, and other family and social factors. This unit also provides the opportunity for students to begin to develop a framework for understanding and working with children and adolescents.</p>														
Prescribed text(s)	Davies, D. (2011). <i>Child development: A practitioner's guide</i> (3rd ed.). New York, NY: Guilford.														

<p>Recommended readings</p>	<p>Books</p> <p>Barkley, R. (2014). <i>Attention-deficit hyperactivity disorder</i> (4th ed.). New York, NY: Guilford.</p> <p>Bronfenbrenner, U. (1979). <i>The ecology of human development: Experiments by nature and design</i>. Cambridge, MA: Harvard University Press.¹</p> <p>Cozolino, L. (2014). <i>Neuroscience of human relationships: Attachment and the developing social brain</i> (2nd ed.). New York, NY: Norton.</p> <p>Kearney, C. (2013). <i>Casebook in child behaviour disorders</i> (5th ed.). Belmont, CA: Wadsworth.</p> <p>Levy, T. M., & Orlans, M. (2014). <i>Attachment, trauma and healing: Understanding and treating attachment disorder in children and families</i>. London, UK: Jessica Kingsley.</p> <p>Peterson, C. (2013). <i>Looking forward through the lifespan: Developmental psychology</i> (6th ed.). Sydney, Australia: Pearson.</p> <p>Siegel, D. (2014). <i>Brainstorm</i>. New York, NY: Penguin.</p> <p>Siegel, D. (2012). <i>The developing mind: How relationships and the brain interact to shape who we are</i> (2nd ed.). New York, NY: Guilford.</p> <p>Journals and Periodicals</p> <p><i>International Journal of Children’s Spirituality</i></p> <p><i>Journal of Counseling and Development</i></p> <p><i>Child and Adolescent Psychiatry</i></p> <p><i>Journal of Psychology and Theology</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Theories of child and adolescent development- psychosocial, cognitive, moral, spiritual 2. Attachment theory 3. Brain development in childhood and adolescence 4. The effects of trauma and traumatic attachment on brain development 5. Identification of developmental and behavioural disorders (ASD, ADD/ADHD, ODD, etc.) 6. Identification of mental health issues in children and adolescents 7. The child in context – Family systems theory; the broader social context 8. A holistic framework for understanding and working with children and adolescents

¹ Seminal text.

Learning outcomes	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> 1. understood and applied a range of child development theories; 2. identified indicators of typical childhood development and recognised disruptions and impediments to development; 3. critically analysed the causes, symptoms and incidence of childhood disorders; 4. critically reflected on child development from a a number of perspectives, including a Christian worldview; 5. synthesised their knowledge into a holistic understanding of childhood development and experience; and 6. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.
	<p>Task 1: Case study report</p> <p>Write a case study report on a family with a child who has an identified neurodevelopmental disorder, and a) is at a family life stage transition point; or b) the child themselves is going through a life stage transition.</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-4, 6</p> <p>Assessed: Week 10</p> <p>Task 2: Framework</p> <p><u>Part A:</u></p> <p>Reflect on readings and questions posted on Moodle™ throughout the semester.</p> <p><u>Part B:</u></p> <p>From understandings gained through the reflections, construct a concept map of the development of children and adolescents.</p> <p>Word Length/Duration: Part A - 1,500 words (6 x 250 words); Part B - 2,000 words</p> <p>Weighting: Part A - 20%; Part B - 20%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Part A - Weeks 2, 4, 6, 8, 10, 12; Part B - Week 15</p>
Unit summary	<p>This unit looks at major theories regarding childhood development, including the child in the context of the family, and will be studied with the aim of developing a holistic framework for understanding and working with children and adolescents. Markers of typical development will be identified, and those factors that disrupt and delay development explored.</p>