

An evidenced informed curriculum framework for  
working with children and young people (4–18 years)

# Counselling children and young people (4–18 years) training curriculum

BACP Professional Standards





## **Counselling children and young people (4–18 years) training curriculum**

This Counselling children and young people (4–18 years) training curriculum is published by the British Association for Counselling and Psychotherapy, BACP House, 15 St John's Business Park, Lutterworth, Leicestershire, LE17 4HB.

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# Introduction



## Rationale

This curriculum has been developed in a climate of increasing concern for the mental health of children and young people. It is, therefore, timely, since the demand for counsellors in schools, the NHS and other child/youth establishments is rising. This *BACP Counselling children and young people (4–18 years) training curriculum* provides a consistent minimum standard to which counselling practitioners of children and/or young people aged 4–18 should be trained and provides a subject area guide for the full programme. The curriculum offers training providers a framework for a comprehensive course, reflecting the *BACP Competences for humanistic counselling with children and young people (4–18 years)*, the writing of which was overseen by an Expert Reference Group (ERG) and developed using the Roth & Pilling (2008) methodology. It is recommended that this curriculum be read in conjunction with these competences, which can be found at [www.bacp.co.uk/ethics/competences\\_and\\_curricula/](http://www.bacp.co.uk/ethics/competences_and_curricula/)

In addition, courses and students are encouraged to make reference to BACP's Good Practice in Action Resources, in particular:

- **002** Legal Resource: *Counselling children and young people in school contexts in England, Northern Ireland and Wales*
- **003** Legal Resource: *Adoption law in England within the counselling professions*
- **005** Legal Resource: *Adoption law in Northern Ireland and Wales within the counselling professions*
- **011** *Commonly Asked Questions: Monitoring the supervisory relationship from the perspective of a supervisee*
- **014** Legal Resource: *Managing confidentiality within the counselling professions*
- **025** Legal Resource: *Adoption law in Scotland within the counselling professions*
- **026** Legal Resource: *Counselling children and young people in school contexts in Scotland*
- **029** Legal Resource: *Mental health law within the counselling professions in England and Wales*
- **031** Legal Resource: *Safeguarding CYP in England, Wales and Northern Ireland*
- **038** *Commonly asked questions about the Ethical Framework for the Counselling Professions*
- **042** Fact Sheet: *Working with suicidal clients*
- **044** Fact Sheet: *Ethical decision making in the context of the counselling professions*
- **046** *Commonly Asked Questions: Working with CYP*
- **052** Legal Resource: *Understanding child protection in Scotland*
- **053** Legal Resource: *Understanding the Children's Hearing System in Scotland*
- **057** Legal Resource: *Suicide in the context of the counselling professions in England and Wales.*

These resources are available to BACP members and can be found at <https://www.bacp.co.uk/gpia>

It is also recommended that this curriculum is used alongside the *BACP Ethical Framework for the Counselling Professions* which can be found at [www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions](http://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions)

## Overall aim of the curriculum

The aim of this curriculum is to enable counselling practitioners to gain knowledge of, and competence in, working with children and/or young people aged 4–18 years in order to practise with this age group in an ethical and effective way.

BACP's *Counselling children and young people (4–18 years) training curriculum* is aimed at training providers who wish to deliver counselling training for work with children and/or young people (4–18 years) in a variety of different contexts. It is not the same as the *CYP IAPT Curriculum for evidence based counselling practice* which is aimed at postgraduate level training within an IAPT context, although the two curricula are both underpinned by BACP's *Competences for humanistic counselling with children and young people (4–18 years)*.

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## Curriculum structure

The training curriculum is divided into three parts:

### Stage 1:

Introduction to counselling children and/or young people

### Stage 2:

Formal award in counselling children and/or young people (e.g. certificate or diploma)

### Stage 3:

Additional subject areas for advanced and top-up awards or for post-qualifying CPD.

The curriculum is designed to be flexible to meet the varied needs of different training providers and the experience and/or previous training of practitioners. Courses may wish to deliver Stage 1 in isolation, or Stages 1 and 2 together as part of the full award (see Appendix D: Pathway options). Some or all of the subject areas included in Stage 3 can be included within training courses that are more advanced awards, or later for top-up awards. These subject areas can also be delivered separately as CPD training to support the ongoing development of post-qualified children/young people's counsellors.

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## Training for work with different age ranges

The curriculum can be delivered for work with the full age range of children and young people (4–18 years) or can focus on just one age group i.e. children (4–10 years) or young people (11–18 years). All of the subject areas in Stages 1 and 2 need to be delivered for work with all of the age groups. Additional topics within the subject areas for work with children (4–10 years) are clearly indicated throughout. Post-qualifying CYP training courses that wish to cover the full age range will need to ensure that students gain sufficient experience in working with both age groups before the final award is given (see pages 13 and 28).

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## Core training for counselling children and young people

The CYP training curriculum can also be used to inform core practitioner training that specialises in counselling children and young people. Such courses are encouraged to incorporate all of the elements in Stages 1, 2 and 3 of the curriculum into the course. However, given that the CYP training curriculum is designed for students who have already completed their core counsellor training, greater time and attention will need to be given to the theory, principles, skills, personal development and professional practice elements that are not included here.

In addition, to align with core training for working with adults and with BACP's requirements for registration and individual accreditation, such courses would need to be at least one year full-time or two years part-time and include at least 450 hours of tutor contact time. Students will need to undertake a minimum of 100 hours of counselling practice with children and young people in a supervised counselling placement. There should be an assessment to ascertain students' competence and readiness to begin working with real clients before commencing the placement, and a final assessment of counsellor competence at the end of the course.

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## Stage 1: Introduction to counselling children and/or young people

The first stage of the training curriculum gives counsellors the basic skills and competences to begin working with children and/or young people. This introductory course is for post-qualified counsellors who wish to begin practising and working towards a qualification in counselling children and/or young people. It is also for current counselling students on adult-focused counselling/psychotherapy training courses who wish to undertake some of their placement hours with children and/or young people. All students must successfully complete Stage 1 of the training curriculum before beginning work with children and/or young people in placement.

The *Introduction to counselling children and/or young people* comprises eight subject areas:

Subject area number	Subject area title
1	Ethical and professional practice (1)
2	Child protection and safeguarding (1)
3	Child and adolescent development and transitions (1)
4	Communication with children and/or young people (1)
5	Beginnings and endings with children and/or young people
6	Risk assessments (1)
7	Mental health and children and/or young people
8	Working within the context of the counselling setting

## Stage 2: Formal award in counselling children and/or young people

The second stage of the training curriculum enables qualified counsellors to develop in-depth knowledge and understanding, and the advanced competences that are required when working with children and/or young people. It is up to the training provider to decide the academic level of the Stage 2 course e.g. certificate, diploma, degree etc. The *Formal award in counselling children and/or young people* is for post-qualified counsellors who have successfully completed the *Introduction to counselling children and/or young people* (Stage 1) or who can evidence via a formalised APL procedure, that they have acquired the requisite knowledge and understanding through previous CPD and/or prior experience of counselling children and/or young people that is equivalent to the *Introduction to counselling children and/or young people*.

It should be noted that some of the content in the Stage 2 subject areas revisit elements included in the Stage 1 introductory training. The purpose of this is to consolidate and build on this initial learning to ensure that counselling practitioners can effectively apply this knowledge to their practice with children and/or young people. This process of learning is informed by the theory of *Spiral Curriculum* (Bruner, 1960). Stage 2 of the training curriculum comprises 20 subject areas:



Subject area number	Subject area title
9	Ethical and professional practice (2)
10	Child protection and safeguarding (2)
11	Child and adolescent development and transitions (2)
12	The theory and principles of the counselling approach
13	Therapeutic relationships with children and/or young people
14	Communication with children and/or young people (2)
15	Working with children and/or young people's emotions
16	Using play in therapy with younger clients
17	Endings
18	Risk assessments (2)
19	Collaborative assessments
20	Using measures and monitoring outcomes
21	Working with cultural diversity
22	Mental health, pharmacology and children and/or young people
23	Engagement with children and/or young people, parents and carers
24	Working within and across agencies
25	Working in a school setting
26	Working in a voluntary/ community sector setting
27	Holding the overall perspective
28	Supervision

### Stage 3: Additional subject areas for advanced and top-up awards or post-qualifying CPD

The five subject areas within this section of the curriculum are optional for the formal award and the rationale for inclusion in a training course may depend on the level of the award and/or the placement contexts within which students are practising. Training providers may wish to include some or all of these subject areas if the award being delivered is an advanced award, or if a top-up award to the formal award is being offered. Alternatively, these subject areas can be delivered as part of additional CPD training workshops for qualified children/young people's counsellors, to support them in their ongoing professional development beyond the formal award. The learning outcomes for each subject area can be met through summative assessments for advanced or top-up awards, or through taking part in role play, experiential activities and/or case study discussion in the case of CPD training workshops. These additional subject areas are:

Subject area number	Subject area title
29	Working with groups
30	Alternative models of intervention
31	Emotional health promotion in schools
32	Using self-help materials
33	Applied relaxation

## Curriculum delivery

The curriculum can be delivered for work with children and young people (4–18 years) or alternatively, courses can choose to focus on just one age group i.e. children (4–10 years) or young people (11–18 years). For courses delivering training to either children or young people, all of the subject areas in Stages 1 and 2 need to be delivered for work with each age group. Additional topics within the subject areas for work with children (4–10 years) are clearly indicated throughout. These can be omitted for training to work with young people (11–18 years) only. Post-qualifying CYP training courses that wish to cover the full age range will need to ensure that students gain sufficient experience in working with both age groups before the final award is given (see pages 13 and 28).

The curriculum is designed to be delivered either in two parts i.e. Stage 1 and 2 (as above), or as one whole course. The Stage 3 subject areas are optional and can form part of the whole course or can be delivered separately as post-qualifying CPD. It is important that students are assessed in all elements of Stage 1 before starting work with children and/or young people. The curriculum is founded on the assumption that all participants entering at Stage 1 have either successfully undergone and completed full initial core training in adult counselling and/or psychotherapy, or are students who are currently studying on such a course. This first stage of the training is designed to meet BACP's requirements for students who wish to include work with children and/or young people as part of the practice hours needed for their course (see [www.bacp.co.uk/membership/organisational-membership/course-accreditation/student-placements-with-children-and-young-people](http://www.bacp.co.uk/membership/organisational-membership/course-accreditation/student-placements-with-children-and-young-people)).

It is also assumed that participants entering at Stage 2 have already successfully completed their core adult training and have a professional qualification that meets the entry requirements. The full award (i.e. both Stage 1 and Stage 2) is therefore designed for

use in training those counselling practitioners who are post-qualified but who need further specialist training to enable them to work competently with children and/or young people. BACP specifically recommends that practitioners who wish to work with children and/or young people need to ensure they are working within their competence. (For example, see BACP's *Ethical Framework for the Counselling Professions* (2018), *Good Practice*; Working to professional standards, point 13.)

In addition, the following points are pertinent to the delivery of this course:

1. Trainers will be counselling practitioners with current or past experience of working with children and/or young people (i.e. experience of working with the age groups for which the training is being offered), and will be experienced and competent with this mode of delivery. To work beyond one's competence is to work unethically
2. As with the counselling process, which the course should model, adequate time should be given at the outset for contracting as a group as well as familiarisation and bonding. A range of ice breakers and other creative materials can be used to this effect, all of which can be useful for subsequent group work with children and/or young people
3. While specific issues, such as working with difference, working ethically and working safely have specific references within the subject areas, it is expected that they will also permeate the curriculum since they are connected to values which underpin the whole course
4. It is strongly advised that trainers refer to the competences before embarking on each subject area
5. It is expected that this curriculum will include a wide range of teaching styles and as much experiential work as possible. This mirrors children and/or young people's learning through experience and should include access to a wide range of creative materials

6. The delivery of this curriculum should be underpinned by adult learning theories which use experiential and reflective learning approaches (e.g. Experiential Learning Cycle (Kolb, 1984); The Reflective Cycle (Gibbs, 1988); ALACT (Korthagen and Vasalos, 2010))
7. MindEd sessions can be used to supplement didactic teaching sessions (see [www.minded.org.uk](http://www.minded.org.uk))
8. Although there are 33 subject areas across the whole of this curriculum, it is important to note that one subject area does not necessarily equate to one day of course delivery. In addition, the subject areas are not intended to sit as separate units/modules that need to be delivered in any particular linear/sequential format. Many subject areas interlink and some underpin all elements of the course e.g. Ethical and professional practice
9. Some elements of the Stage 2 subject areas can only be developed while working in a placement setting or when working with clients. As such, learning may be acquired in the taught sessions, in the placement and/or in supervision. The listed contents for each subject area are not intended to become a check list of competences for students to achieve as this could potentially undermine any relational, experiential and reflective aspects of the learning experience
10. In the interest of ethical experiential skills practice and reflective training, it is important that the sessions are delivered in a time frame that allows for processing of knowledge and to allow the experience of practice to complement the learning. However, course timings can be adapted to suit the training provider
11. It is suggested that each session lasts one day of eight hours with appropriate breaks. This session length can also be increased/decreased at the training provider's discretion so as to meet the requirements of their institution and/or awarding body
12. Course participants must ensure a minimum of 80% attendance; 100% of the subject areas and course assessments must be successfully completed. Thus, any sessions missed must be completed by the student accordingly
13. Whilst flexible in terms of structural delivery, there is little flexibility in terms of the learning outcomes because these are mapped onto, and underpinned by BACP's evidenced informed *Competences for humanistic counselling with children and young people (4–18 years)*
14. Each session should include face-to-face practice sessions, supervised by the trainer. Work in pairs or in triads to make use of observation and feedback skills, using each other's inner child/adolescent, can be a useful way for the counsellor to access their earlier self in readiness for the common triggers from young clients in the counselling work, as well as providing rich material to work with in practice skills sessions. It should be noted that qualified counselling practitioners should already possess the necessary boundaries to know what material to use safely in this way, and recognise their responsibility to keep themselves safe, using their own resources (e.g. personal therapy) to explore any newly surfacing or unprocessed personal material. It may be useful to record some of the counselling skills sessions to enable students to reflect on their own skills practice and process and thereby further develop critical self-evaluation and awareness

15. All students should be encouraged to be reflective practitioners. This can be helped by the use of reflective journals or portfolios, which should include for example, any visual material created during sessions. Assessment should include an element of personal reflection
16. All students should be encouraged to be active researchers. This might include working together on a topic to be presented to the wider group or producing well-documented and referenced assignments. It could also involve action research and lead to students becoming more interested in themselves as reflexive and research active practitioners. Students should be encouraged to engage with the research literature about counselling children and young people in order to maintain the currency of practice
17. It is expected that appropriate therapeutic resources and tools will be available to students so that experiential learning is enabled during their training. This might include online materials e.g. the MindEd curriculum, relevant literature and research pertaining to evidence-informed practice, age-appropriate creative, symbolic and psycho-educational tools, access to specialised teaching and the use of self in reflection and in accessing the inner adolescent
18. This counselling children and young people training is designed to be delivered across all four nations of the United Kingdom and as such can be delivered through Higher Education (HE), Further Education (FE) and by private training providers. Different training establishments have differing qualification, assessment and validation requirements to fulfil. Thus, training providers will have to adapt the assessment criteria to meet their qualification requirements
19. Although this curriculum follows humanistic/relational principles there should be an emphasis throughout the delivery of this training on applying or adapting participants' own therapeutic approaches. There is no intention within the training to favour any theoretical perspective
20. All course certificates that are awarded need to be consistent with the age range of the course e.g. children and/or young people
21. On successful completion of the whole course and the assessments, it is the counselling practitioner's responsibility to maintain appropriate and relevant CPD
22. Course trainers should refer to the *Good practice* sections of BACP's *Ethical Framework for the Counselling Professions* (2018), in particular *Supervision*, points 60–73, and *Training and education*, points 74–80.

## A typical session

A typical session\* might reflect the following format:

### 09.30–10.00

Group session to bring the group together either for the first time or since the last session

### 10.00–12.30

Didactic teaching of specific subject area(s)

### 12.30–13.30

Lunch

### 13.30–14.30

Group experiential and reflective work (including discussion on the taught material, the student's personal responses to it and how it relates to ethical and professional practice e.g. BACP's *Ethical Framework for the Counselling Professions*)

### 14.30–16.00

Experiential skills practice

### 16.00–17.30

Working with case studies (Stage 1 Introduction)  
Group supervision sessions (Stage 2/Formal Award)

\* Please note this example is not intended to be prescriptive and session structure may differ across courses

## Placements and supervision

The placement element of the curriculum sits within Stage 2 of the training. All counselling practitioners need to successfully complete all elements of the *Introduction to counselling children and/or young people* before commencing their placement (or have successfully demonstrated through an APL) that they have the requisite prior knowledge and skills to meet the learning outcomes for Stage 1. This first stage of the training covers the essentials needed to ensure an adequate level of safeguarding understanding prior to starting work with children and/or young people. The student must be assessed for their competence prior to beginning a placement (see Assessment framework, page 14).

Students are required to undertake a minimum of 50<sup>1</sup> hours of supervised counselling practice with the age group that the training is focused on in a placement setting. Students on training courses for work with children and young people (4–18 years), must complete 50 hours of supervised practice with each age group i.e. 50 hours with children (4–10 years) and 50 hours with young people (11–18 years). Supervisors must be trained and/or experienced in working with the age group that is consistent with the age range of the course i.e. children (4–10 years) and/or young people (11–18 years). They must also be a registered member of a recognised counselling/psychotherapy governing body, such as BACP, and therefore bound by their Ethical Code of Practice or Ethical Framework e.g. BACP's *Ethical Framework for the Counselling Professions* (2018). It is the training provider's responsibility to ensure that supervisors meet these requirements. Please see page 30 for more information on placements and supervision.

<sup>1</sup> 100 hours if the training is a core training for working with CYP (see page 7)

## Assessment framework

- There must be an assessment at the end of the *Introduction to counselling children and/or young people* to ascertain the counselling practitioner's competence and readiness to begin their placement
- There should be regular assessment of students' practice to evaluate their competence in integrating ethical practice into their way of working in relation to the ethical framework/code of practice to which the student is affiliated
- The learning outcomes and assessment strategies for subject areas 24 and 25 may be adapted for those students who are unable to undertake a placement in either a school setting or a voluntary/community sector setting. In such circumstances, students will be expected to demonstrate in full all of the requirements in the subject area that is aligned to their placement setting i.e. Subject area 24: *Working in a school setting* or Subject area 25: *Working in a voluntary/community sector setting*
- It is recognised that some elements of the Stage 2 subject areas may only be developed while working with clients in a placement setting. As learning may be acquired in taught sessions, in the placement and/or in supervision, the methods of assessment need to be varied to reflect the different learning environments
- Summative assessments are essential to evaluate student competence against many of the learning outcomes. These assessments can be adapted to suit the requirements of the institution and/or awarding body, but in all cases they must reflect, and adequately evidence the learning outcomes. In particular, assessments must reflect and evaluate an understanding of the ethical framework/code (pertaining to the individual practitioner), and the student's self-awareness and reflexivity. Examples of summative assessments might include: critically analysed essays; case studies; supervisor's report; placement report; skills practice assessment; individual and group presentations; practice portfolio; evaluation of ethical decision-making in relation to practice; personal learning and development statement
- Formative assessments are encouraged throughout the course to monitor student learning and provide ongoing feedback that can be used by students to improve their learning/ skills. Reflective journals may also be a useful way for students to reflect on their own process throughout the course. Examples of formative assessment might include: feedback on skills practice development; self and peer evaluation and assessment; feedback on the student's development of working with creative processes; individual or group presentations; reflective writing/journaling; tri-partite meetings; feedback on development of ethical and professional practice
- Courses may find that some of the learning outcomes are best assessed via an ongoing formative assessment procedure, and so a mix of summative and formative assessments would be acceptable.

The examples of assessments given above are not exhaustive and there may be a number of other ways in which student work can be assessed.

# Stage 1:

## Introduction to counselling children and/or young people



## Introduction to counselling children and/or young people

This first stage of the training curriculum gives counsellors the competences required to begin working with children and/or young people in a placement setting. *The Introduction to counselling children and/or young people* is for:

- Trainee counsellors on adult-focused, counselling/psychotherapy core training courses who wish to undertake some of their practice hours in a placement working with children and/or young people
- Counsellors already qualified to work with adults who want to extend their scope of practice to counselling children and/or young people and work towards a formal award in Counselling children and/or young people

**NB:** Core training for children and young people counsellors – it is suggested that such courses ensure that trainee counsellors cover all of the elements included within this introductory course (with reference to the age groups that the trainees are being trained to work with), before beginning to work with real clients in placements. Further information can be found on page 7 of this curriculum.

There are eight subject areas in the *Introduction to Counselling children and/or young people* which meet BACP's requirements for students wishing to undertake practice hours with children and/or young people as part of their core adult training course<sup>2</sup> These subject areas are designed to complement each other and interlink rather than sitting as separate units/modules that are delivered in any particular

linear/sequential format. For example, Subject area 1: *Ethical and professional practice*, underpins each of the other subject areas within this introductory course and so the content of this subject area should be woven into all other taught sessions. In addition, 'self-awareness' is incorporated into each subject area so that reflective, personal development work is carried out throughout the course. As such, taught sessions will need to be underpinned by adult theories of learning and education (e.g. Gibbs Reflective Cycle, 1988; Kolb's Experiential Learning Cycle, 1984) and include some reflective/experiential work, as well as the opportunity to practise skills with peers on the course. (Please see pages 7-9 for further information about curriculum delivery.)

Each subject area is supported by references to the relevant competences contained within the *Competences for humanistic counselling with children and young people (4–18 years)*. These references are included so that tutors and students can develop familiarity with the competences and focus on specific areas of learning and development in relation to practice. Students are not expected at this stage of their training to evidence proficiency in each of the competences referred to. The *Introduction to Counselling counselling children and/or young people* has a set of learning outcomes through which students show their knowledge and understanding of the eight different subject areas. Students will also need to demonstrate their competence and therefore readiness to begin working with children and/or young people in a counselling placement. As such, there must be some form of summative assessment(s) at the end of the *Introduction to counselling children and/or young people* (Please see page 14 for further information on assessment strategies.)

<sup>2</sup> In May 2019, the *Basic YP competences* previously identified as necessary for counselling students to be taught and assessed for competence in prior to beginning work with CYP clients, were replaced by the elements included in this introductory course. See [www.bacp.co.uk/membership/organisational-membership/course-accreditation/student-placements-with-children-and-young-people](http://www.bacp.co.uk/membership/organisational-membership/course-accreditation/student-placements-with-children-and-young-people)

## Course entry requirements for Stage 1 (Introduction)

- Minimum of diploma level 4 [Regulated Qualifications Framework (RQF) England, Wales and Northern Ireland] and level 7 [The Scottish Credit and Qualifications Framework (SCQF) Scotland] counselling/psychotherapy qualification or equivalent, to include a minimum of 100 hours supervised counselling/psychotherapy practice in line with recognised practitioner training, or: currently studying for a counselling/psychotherapy qualification (course requirements as above), and has completed a substantial number of counselling practice hours with individual adults and has been assessed as suitable for working with children and/or young people<sup>3</sup>
- BACP Student or BACP Registered Member, or equivalent member of a professional body who adheres to an ethical framework/code of practice
- Enhanced DBS check (England, Northern Ireland and Wales) and equivalent for Scotland through Disclosure Scotland
- Two character references stating suitability to work with children and/or young people. Referees must have known the applicant for a minimum of two years in a personal or professional capacity. Referees must not be a spouse, partner or relative
- Previous experience of working with children and/or young people desirable (not necessarily in a counselling context)

## Course content

The *Introduction to counselling children and/or young people* comprises eight subject areas:

Subject area number	Subject area title
1	Ethical and professional practice (1)
2	Child protection and safeguarding (1)
3	Child and adolescent development and transitions (1)
4	Communication with children and young people (1)
5	Beginnings and endings with children and young people
6	Risk assessments (1)
7	Mental health and children and young people
8	Working within the context of the counselling setting

<sup>3</sup> Course participants who are concurrently studying on a core counselling/psychotherapy training course must remain on their core training course for the duration of the *Introduction to counselling children and/or young people*.

## Learning outcomes

Upon successful completion of the *Introduction to counselling children and/or young people*, participants will be able to:

- Demonstrate knowledge of ethical and professional principles and guidelines that underpin the content of the *Introduction to counselling children and/or young people*
- Evidence the ability to identify and critically appraise ethical conflicts in relation to confidentiality, information sharing, capacity and consent
- Demonstrate an understanding of how to identify and respond appropriately to child protection and safeguarding concerns
- Demonstrate an understanding of child and adolescent development and transitions and the impact on the client, their presentation in counselling and any implications for therapeutic work
- Evidence knowledge of the different ways children and young people communicate and express themselves depending on their age and developmental stage
- Demonstrate the skills required to communicate with, and engage clients of different ages and developmental stages
- Demonstrate the skills required to be able to contract, establish and agree therapeutic focus/goals for counselling with children and/or young people, and how to bring the work to a close
- Evidence the ability to identify and assess potential risk, and know how to act if a child/young person is at risk
- Demonstrate an understanding of how mental health difficulties can emerge and present in children and/or young people
- Demonstrate an awareness of own limits of competence, and knowledge of how and when to make an onward referral
- Evidence the ability to critically appraise the impact that different organisational contexts can have on children and young people's counselling services and know how to manage any ethical tensions
- Demonstrate an understanding of the importance of working collaboratively with other professionals
- Evidence self-awareness in relation to the content of the *Introduction to counselling children and/or young people* and a readiness to begin practice with children and/or young people.

## Subject area 1: Ethical and professional practice (1)

### Aims

The aim of this subject area is to provide participants with knowledge of the ethical and professional issues that are pertinent to working with children and young people in order to prepare them for practice with younger clients.

**NB:** This subject area is not intended to sit as a stand-alone module. The contents of this subject area underpin each of the other subject areas within this introductory course and so issues relating to ethical and professional practice should be woven into all of the other taught sessions.

### Content

- Key principles that inform ethical practice and appropriate standards of conduct (with reference to BACP's current *Ethical Framework*)
- Identifying and dealing with potential ethical conflicts
- Making the best use of professional support networks and clinical supervision
- Understanding own limits of competence
- How to identify and carry out onward referral if necessary
- Identifying and minimising the potential for harm
- Working in collaboration with other professionals
- Legislation relating to capacity and informed consent
- Gaining consent from service users for counselling interventions

- Age and developmentally appropriate communication
- Parent/carer rights and responsibilities
- Taking children/young people's needs into account when making welfare decisions that pertain to them
- Maintaining confidentiality and managing disclosures and requests for information by third parties
- Boundaries of the work and maintaining appropriate standards of conduct
- Data protection legislation and disclosure of information
- Keeping and maintaining appropriate records
- Appropriate communication with service users, other practitioners and services
- Issues of difference and equality (anti-oppressive and anti-discriminatory practice)
- An overview of legislation relating to mental health, education and equality
- Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 1, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Core competences for work with children and young people 3:** Knowledge of legal frameworks relating to working with children and young people (all)

**Core competences for work with children and young people 4:** Knowledge of, and ability to operate within, professional and ethical guidelines (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)

**Core competences for work with children and young people 5:** Knowledge of, and ability to work with, issues of confidentiality, consent and capacity (all)

**Core competences for work with children and young people 8:** Ability to work in a 'culturally competent' manner (8.1)

## Subject area 2: Child protection and safeguarding (1)

### Aims

This subject area aims to ensure that participants are able to identify child protection and safeguarding concerns and know how to respond appropriately to such concerns, in preparation for seeing younger clients in placement upon successful completion of the introduction course.

### Content

- Signs and symptoms of physical, emotional, sexual and verbal abuse
- Signs and symptoms of bullying including physical, verbal, emotional, cyber-bullying
- Signs and symptoms of neglect
- The effects of abuse, bullying and neglect on a child/young person
- Risk factors associated with abuse and neglect including parental, social and risk factors associated with the individual child/young person
- Protective factors
- Child protection principles applicable to different settings
- Maintaining a child/young person-centred approach to ensure a consistent focus on the welfare of the child/young person and on their feelings and viewpoints
- Responding to and reporting child protection concerns/suspicions of risk to appropriate internal and external partners/agencies

- Statutory responsibilities of adults (e.g. parents/carers, school staff) to keep children and young people safe from harm
- Relevant legislation and local policies and procedures that underpin responses to child protection concerns
- Appropriate recording of information.

### Ethical and professional practice (see Subject area 1)

### Self-awareness in relation to the content of this subject area

For a more detailed breakdown of the competences related to Subject area 2, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:

**Core competences for work with children and young people 3:** *Knowledge of legal frameworks relating to working with children and young people (3.4)*

**Core competences for work with children and young people 7:** *Ability to recognise and respond to concerns about child protection (7.1–7.10, 7.15)*

## Subject area 3: Child and adolescent development and transitions (1)

### Aims

The aim of this subject area is to provide participants with a rudimentary understanding of child and adolescent development and transitions, the ways these can impact on the client and their presentation in counselling and the implications for the therapeutic work.

### Content

- Child and adolescent development to include physical, cognitive, social and emotional development
- Age-appropriate and problematic behaviours
- Developmental stages, including physical, affective and interpersonal, cognitive, language, social and psychosexual milestones
- Implications of developmental stages for therapeutic work
- Effects of developmental transitions on children and young people
- Interaction between aspects of a child/young person's development and contextual factors
- Fundamentals of attachment theory and its implications for: cognitive, emotional and social development
- Development of relationships with parent/carers, siblings and peers
- Development of emotional well-being, self-regulation, mental health and mental health problems

- Development of resilience
- Adopted or looked-after children/young people
- Engagement in the therapeutic relationship and process
- Influence of the parent/carer on development
- Importance of play for all aspects of social, cognitive and emotional development.

### Ethical and professional practice (see Subject area 1)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 3, please refer to the following sections of the *BACP Competences for Humanistic Counselling with Young People (4–18 years)*:**

**Core competences for work with children and young people 1:** *Knowledge of development in children and young people and of family development and transitions (1.1, 1.2)*

**Core competences for work with children and young people 10:** *Ability to communicate with children and/or young people of differing ages, developmental levels and backgrounds (10i–ii, 10.1i–iii)*

## Subject area 4: Communication with children and/or young people (1)

### Aims

This subject area aims to provide participants with knowledge of the different ways children/young people communicate and express themselves depending on their age and developmental stage. It also aims to enable participants to begin to develop, through practice with peers on the course, ways to communicate with, and engage children/young people clients of different ages and developmental stages.

### Content

- Children/young people's ability to articulate emotions and thoughts, and behavioural communication
- Using developmentally and age-appropriate language
- Engaging with the child/young person's perspective
- Language, attitudes, behaviours and interests in relation to age and developmental stage
- Staying close to the child/young person's language, emotional state and developmental capacities
- Making adjustments if the child/young person is finding engagement difficult
- Using play materials and other creative resources to aid engagement
- Value of child/young person-led rather than adult-led play activity
- Using scaffolding communication

- Using scaling
- Engaging with children and young people when a parent and/or carer is present
- Neutrality in relation to problematic behaviour.

### Ethical and professional practice (see Subject area 1)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 4, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Core competences for work with children and young people 10:** *Ability to communicate with children and/or young people of differing ages, developmental levels and backgrounds (all)*

## Subject area 5: Beginnings and endings with children and/or young people

### Aims

The aim of this subject area is for participants to attain the knowledge and skills required to begin developing therapeutic contracts and agreeing therapeutic goals with children and/or young people in readiness for practice with this age group.

### Content

#### Beginnings

- Agreeing the boundaries for therapeutic work with children and/or young people
- Explaining confidentiality and its limits to children and/or young people
- Explaining and agreeing how records will be kept
- Explaining complaints procedures
- Agreeing the timing and number of counselling sessions
- Explaining what happens if the child/young person does not attend sessions
- How to draw on the initial assessment of a child/young person and establish and agree a therapeutic focus/goal(s) with a child/young person

#### Endings

- Working collaboratively with children and/or young people to identify when they may be ready to end counselling
- Initiating and negotiating endings
- Helping children and/or young people to make effective use of the ending phase of counselling
- Reviewing children/young people's progress in counselling
- Exploring with children and/or young people future counselling interventions and other sources of support.

#### Ethical and professional practice (see Subject area 1)

#### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 5, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Basic competences for humanistic counselling with children and young people 2:** *Ability to initiate therapeutic relationships (2.2, 2.3)*

**Basic competences for humanistic counselling with children and young people 3:** *Ability to maintain and develop therapeutic relationships (3.4)*

## Subject area 6: Risk assessments (1)

### Aims

The aim of this subject area is for course participants to attain the necessary knowledge and skills for carrying out risk assessments when required.

### Content

- Local policies on confidentiality and information sharing
- Statutory responsibilities of adults to keep children and young people safe
- Different forms of clinical risk routinely assessed in practice e.g. suicide, self-harm, harm to others etc.
- Different types of risk, and protective factors
- The aims of risk assessment in terms of improvement and prevention for the child/young person
- Using risk assessment tools
- Different stages of risk assessment and by whom these might be conducted
- Consideration of the child/young person's developmental age and ways in which this affects their perception and understanding of behaviours and risk

- Awareness of the limitations of own expertise
- Gaining support/advice from appropriate professionals
- How to identify and carry out onward referral if necessary.

### Ethical and professional practice (see Subject area 1)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 6, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Assessment competences 3:** *Ability to conduct a risk assessment (3.1, 3.2, 3.3, 3.4)*

## Subject area 7: Mental health and children and young people

### Aims

The aim of this subject area is to provide participants with an introduction into how mental health difficulties can emerge and present in children and/or young people. The subject area also aims to ensure that participants understand their own limits of competence and know when and how to make an onward referral.

### Content

- How factors such as good physical health, high self-esteem, secure attachments and higher levels of social support promote wellbeing and emotional resilience
- Ways in which mental health difficulties and conditions emerge and present in children and/or young people
- Social, psychological, family and biological factors associated with the development and maintenance of mental health problems
- Ways in which mental health problems can impact on family functioning, maintaining intimate family and social relationships, and/or the capacity to maintain employment and/or study

- The incidence and prevalence of mental health presentations across different cultures, ethnicities and social classes
- Working within limits of competence
- How to identify and carry out onward referral if necessary

### Ethical and professional practice (see Subject area 1)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 7, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Core competences for work with children and young people 2:** *Knowledge and understanding of mental health problems in children, young people and adults* (all)

## Subject area 8: Working within the context of the counselling setting

### Aims

The aim of this subject area is to offer participants an introduction to the different organisational contexts in which counselling for children and young people takes place (e.g. primary schools, secondary schools, academies, voluntary and community settings), and the impact that different organisational contexts can have on the counselling service. The subject area also aims to prepare participants for working collaboratively in effective partnerships within organisational contexts.

### Content

- The impact of organisational ethos, culture, structure, service remit/operational context etc. on children and young people's counselling services
- Organisational policies that govern the delivery of counselling services, such as confidentiality, personal data management, child protection and safeguarding
- Organisational policies for monitoring, reviewing and evaluating the counselling service.

### Working in schools

- Critical transition periods during children/young people's school careers
- The impact of the school context on children and young people's counselling services
- Client confidentiality in school settings
- Information sharing in school settings
- Client autonomy in school settings
- Dealing with safeguarding issues in school settings

- Managing tensions between the need to share information and the need for client confidentiality
- Working collaboratively in school contexts
- Accepting referrals and procedures for onward referral
- Managing missed appointments.

### Working in voluntary and community settings

- Referral routes and cross-agency referral protocols
- Alternative appropriate services and interventions
- Methods of collecting user feedback and service evaluation
- The differences between line management and clinical supervision
- Working as part of a team
- Working collaboratively and information sharing in voluntary and community settings
- Dealing with safeguarding issues in voluntary and community settings.

### Ethical and professional practice (see Subject area 1)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 8, please refer to the following sections of the BACP Competences for humanistic counselling with children and young people (4–18 years):**

**Working in an Organisational Context 1:** *Ability to work within a school context* (1.1i, ii, iii, 1.2iii, v, 1.3iii, iv, vi, ix)

**Working in an Organisational Context 3:** *Ability to work within a voluntary and community ('third') sector context* (3.1ia, ie, 3.2 (all), 3.3i, 3.4)

# Stage 2:

Formal award  
in counselling  
children and/or  
young people



## Introduction

This second stage of the training curriculum enables qualified counsellors to develop in-depth knowledge and understanding, and the advanced skills and competences that are required when working with children and/or young people. It is up to the training provider to decide the academic level of the Stage 2 course e.g. certificate, diploma, degree etc. The *Formal award in counselling children and/or young people* is for post-qualified counsellors who have successfully completed Stage 1, the *Introduction to counselling children and/or young people* or its equivalent, and who wish to work towards a formal qualification in counselling young people. The age range for the course is to be determined by the training provider i.e. children and young people (4–18 years), children (4–10 years) or young people (11–18 years). (See page 7 and 13.)

Students on training courses that focus on just one of the age groups i.e. children (4–10 years) *or* young people (11–18 years) are required to undertake a minimum of 50<sup>3</sup> hours of face-to-face supervised practice with the course-determined age group in a service for children or young people where counselling/psychotherapy is routinely offered such as in a school counselling service and/or a voluntary/community setting.

Students on training courses for work with children *and* young people (4–18 years), must complete 50 hours of supervised practice with each age group i.e. 50 hours with children (4–10 years) and 50 hours with young people (11–18 years).

## Course entry requirements for Stage 2 (Formal award)

- Minimum of diploma level 4 [Regulated Qualifications Framework (RQF) England, Wales and Northern Ireland] and level 7 [The Scottish Credit and Qualifications Framework (SCQF) Scotland] counselling/psychotherapy qualification or equivalent, to include a minimum of 100 hours supervised counselling/psychotherapy practice in line with recognised practitioner training
- Has successfully completed the *Introduction to counselling children and/or young people* or, is able to evidence via a formalised APL procedure, equivalent prior knowledge through experience of counselling children and/or young people and/or relevant CPD
- BACP Registered Member or equivalent member of a professional body who adheres to an ethical framework
- Enhanced DBS check (England, Northern Ireland and Wales) and equivalent for Scotland through Disclosure Scotland
- Two character references stating suitability to work with children and young people. Referees must have known the applicant for a minimum of two years in a personal or professional capacity. Referees must not be a spouse, partner or relative.

<sup>3</sup> 100 hours if the training is a core training for working with CYP (see page 7)

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## Course content

The course comprises 20 subject areas, each with a set of learning outcomes and contents that are underpinned by BACP's *Competences for humanistic counselling with children and young people (4–18 years)*. Subject area 16 *Using play in therapy with younger clients* is optional for training covering the 11–18 age group, but is essential for courses preparing students to work with clients aged 4–10 years. It is recognised that some elements of the subject areas can only be developed while working in a placement setting or when working with clients. As such, learning may be acquired in the taught sessions, in the placement and/or in supervision. The listed contents are not intended to become a check list of competences for students to achieve as this could potentially undermine any relational, experiential and reflective aspects of the learning experience.

Some of the content within the Stage 2 subject areas revisits specific elements included in the Stage 1 Introductory training. The purpose of this is to consolidate and build on this initial learning to ensure that counselling practitioners can effectively apply this knowledge to their practice with children/young people. This process of learning is informed by the theory of *Spiral Curriculum* (Bruner, 1960).

Subject areas 12 and 13 are derived principally from BACP's *Competences for humanistic counselling with children and young people (4–18 years)*, as these competences are the most commonly used in counselling children and young people. However, it is recognised that some trainees may work or have trained in other modalities, and so the content for these subjects areas has been adapted from the competence framework to be more inclusive of other ways of working. Therefore, it is for the individual training provider to determine which theoretical approach will underpin the course. Courses are advised to link the content of these subject areas to the competences associated with the theoretical approach being taught. At the end of each subject area, courses are signposted to the relevant sections of the *Competences for humanistic counselling with children and young people (4–18 years)*. In addition, course participants whose core counsellor/psychotherapist training was humanistic will already be familiar with, and proficient in these competences when working with adult clients. However, it is important to note that some of the humanistic competences for working with children and young people have a different emphasis to those included in the *Competence framework for humanistic psychological therapies (adults)*, hence these should be included in this training programme, so that students have the opportunity to explore them within the context of counselling children and/or young people.

The subject areas for the *Formal award in counselling children and/or young people* are as follows:

Subject area number	Subject area title
9	Ethical and professional practice (2)
10	Child protection and safeguarding (2)
11	Child and adolescent development and transitions (2)
12	The theory and principles of the counselling approach
13	Therapeutic relationships with children and/or young people
14	Communication with children and/or young people (2)
15	Working with children and/or young people's emotions
16	Using play in therapy with younger clients
17	Endings
18	Risk assessments (2)
19	Collaborative assessments
20	Using measures and monitoring outcomes
21	Working with cultural diversity
22	Mental health, pharmacology and children and/or young people
23	Engagement with children and/or young people, parents and carers
24	Working within and across agencies
25	Working in a school setting
26	Working in a voluntary/ community sector setting
27	Holding the overall perspective
28	Supervision

## Placements and supervision

The placement element of the curriculum sits within this stage of the training. All counselling practitioners need to have successfully completed all of the elements included in the *Introduction to counselling children and/or young people*, or have successfully evidenced that they are already competent in these areas via a formalised APL procedure before commencing their placement. This first stage of the training covers the essentials needed to ensure an adequate level of safeguarding understanding prior to starting work with children or young people. The student must be assessed for their knowledge and competence prior to beginning placement (see Assessment framework on page 14).

The placement allows the student graded exposure to therapeutic work with children and/or young people, whilst attending a course which supports this growth in understanding of the client group. Trainers therefore need to ensure that any supervision gained by their students whilst on placement is of a sufficient standard to help this process. Supervisors and placement agencies should contribute to the assessment of student competence, and therefore students should be quality assured for placement suitability. The following points also apply:

- Students on training courses that focus on just one of the age groups i.e. children (4–10 years) *or* young people (11–18 years) are required to undertake a minimum of 50<sup>3</sup> hours of face-to-face supervised practice with the course-determined age group in an established service for children or young people where counselling/psychotherapy is routinely offered such as in a school counselling service and/or a voluntary/ community setting.

<sup>3</sup> 100 hours if the training is a core training for working with CYP (see page 7)

- Students on training courses for work with children *and* young people (4–18 years), must complete 50 hours of supervised practice with each age group i.e. 50 hours with children (4–10 years) and 50 hours with young people (11–18 years)
- In agreement with the course leader, students should be given the opportunity to extend if necessary, the time needed to complete placement hours beyond the normal remit of the course delivery. Notwithstanding this, the majority of students' placement hours are expected to be completed during the course delivery as this informs student learning and assessment
- Any placement hours completed outside the remit of the course delivery will usually be carried out in the United Kingdom
- In exceptional circumstances, there may be a requirement for placement hours to be completed outside the United Kingdom. If this is the case, the onus is on the training provider to ensure the placement takes place in a service for children and/or young people where counselling/psychotherapy is routinely offered
- Supervision for the student concerned must be with a supervisor who is either a BACP registered member, or who is a registered member of an equivalent professional counselling/psychotherapy governing body. In either case, the supervisor must be bound by a recognised Ethical Code of Practice or Ethical Framework such as BACP's *Ethical Framework for the Counselling Professions* (2018)
- The supervisor must be trained and/or experienced in working with the age group that the student will be practising with (i.e. 4–18 years, 4–10 years or 11–18 years)
- It is the training provider's responsibility to ensure that supervisors meet these requirements and to monitor the quality of supervision being offered
- Where supervisors are internal to a student's counselling placement, the boundaries of any dual supervisory role need to be held
- Please refer to the Good Practice section of BACP's *Ethical Framework for the Counselling Professions* (2018) under *Supervision*, points 60–73.

## Subject area 9: Ethical and professional practice (2)

### Aims

This subject area aims to expand on the learning gained in *Ethical and professional practice (1)* to ensure that counselling practitioners have a sound working knowledge of the ethical, professional and legal frameworks that are relevant to children and/or young people, and that they are practising competently with issues of confidentiality, consent and capacity.

**NB:** This subject area is not intended to sit as a stand-alone module. The contents of this subject area underpin each of the other subject areas within the formal award and so issues relating to ethical and professional practice should be woven into all of the other taught sessions. In addition, some of the content included here is introduced to students in *Ethical and professional practice (1)* in the *Introduction to counselling children and/or young people*. The aim of revisiting these areas here is to enable students to apply their knowledge and understanding in practice with real clients.

### Learning outcomes

Upon successful completion of Subject area 9, participants will be able to:

- Demonstrate a working knowledge of the relevant professional and ethical principles that apply to the counsellor's practice and the context of the counselling work (e.g. BACP's *Ethical Framework for the Counselling Professions*)
- Demonstrate the ability to draw on knowledge of local and national policies in relation to confidentiality and consent, child protection and data protection
- Demonstrate the ability to practise competently with issues of consent, confidentiality and information sharing
- Demonstrate a working knowledge of the relevant legislation and policies that apply to the settings in which counselling is taking place
- Demonstrate the ability to work through and resolve, ethical and professional conflicts
- Demonstrate anti-oppressive and anti-discriminatory practice
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experiences of, and responses to, ethical and professional practice with children and/or young people.

### Content

#### Professional and ethical principles

- Key principles that inform ethical practice and appropriate standards of conduct (with reference to BACP's current *Ethical Framework*)
- Identifying and dealing with potential ethical conflicts
- Making the best use of professional support networks and clinical supervision
- Understanding own limits of competence
- Identifying and carrying out onward referrals when necessary
- Identifying and minimising the potential for harm
- Working in collaboration with other professionals
- Working with issues of capacity and informed consent, including assessing the child/young person's capacity to consent
- Gaining consent from service users (and parents/carers when appropriate) for counselling interventions
- Using age and developmentally appropriate communication

- Maintaining confidentiality and managing disclosures and requests for information by third parties
- Boundaries of the work and maintaining appropriate standards of conduct
- Storing and sharing data in line with data protection legislation
- Keeping and maintaining appropriate records
- Appropriate communication with service users, other practitioners and services
- Informing children and/or young people and their families about issues of confidentiality and information sharing
- Advocating for service users, including how to respond to a child/young person's complaint about their care
- Anti-oppressive and anti-discriminatory practice.
- Data protection and disclosure of information legislation e.g.: Data Protection Act 2018; Human Rights Act 1998
- Contractual obligations, legislation and guidance which relate to the protection and physical punishment of children and/or young people e.g.: Children Acts (2004 England and Wales and 2014 Scotland); Criminal Justice (Scotland) Act 2003
- Mental health legislation e.g.: Mental Health Act for England and Wales (1983, 1995 and 2007); The Mental Health (Care and Treatment) (Scotland) Act 2003; The Mental Capacity Act (England/Wales) (2005)
- Legislation that addresses the educational needs of children and/or young people who may face barriers to their learning and need additional support, e.g.: Education Additional Support for Learning (Scotland) Act 2004; Education Act (England) (1996, 2002); Special educational needs changes to the law (England) (2007)
- Equality legislation to protect people from discrimination, e.g.: the Equality Act 2010.

### Legal frameworks relating to work with children and/or young people

- Variations in legislation across the four home nations of the UK
- Legal frameworks which determine the criteria for capacity and informed consent e.g.: Age of Legal Capacity Act (Scotland) 1991; Mental Capacity Act in England and Wales (2005); Gillick Competency etc.
- The principles of the relevant legislation relating to parent/carer rights and responsibilities e.g.: Children Scotland Act 1995; The Parental Responsibilities and Parental Rights Agreement (Scotland) Amendment Regulations 2009
- Taking children and/or young people's needs into account when making welfare decisions that pertain to them e.g.: Children Scotland Act 1995; UN Convention on the Rights of the Child

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 9, please refer to the following sections of the BACP Competences for humanistic counselling with children and young people (4–18 years):**

**Core competences for work with children and young people 3:** *Knowledge of legal frameworks relating to working with children and young people (all)*

**Core competences for work with children and young people 4:** *Knowledge of, and ability to operate within, professional and ethical guidelines (all)*

**Core competences for work with children and young people 5:** *Knowledge of, and ability to work with, issues of confidentiality, consent and capacity (all)*

**Core competences for work with children and young people 8:** *Ability to work in a 'culturally competent' manner (8.1)*

## Subject area 10: Child protection and safeguarding (2)

### Aims

This subject area aims to expand on the learning gained in *Child protection and safeguarding (1)* to ensure that counselling practitioners are competent in recognising and responding to concerns about child protection in their practice. It aims to enable counselling practitioners to apply in-depth knowledge of child and family development and transitions, consent and confidentiality, legal issues relevant to child and family work, inter-agency-working and engaging with families and children and/or young people.

**NB:** Some of the content included in Subject area 11 is introduced to students in Subject area 2: *Child protection and safeguarding (1)* in the *Introduction to counselling children and/or young people*. Revisiting these areas here gives students an opportunity to consolidate their understanding within the context of the other elements covered here, and to apply their knowledge in their practice with children and/or young people in a placement setting.

### Learning outcomes

Upon successful completion of Subject area 10, participants will be able to:

- Demonstrate the ability to contribute to an holistic assessment of the child/young person's and family's needs
- Identify and critically evaluate the way in which neglect and abuse present, including the signs of, and parental behaviours associated with abuse and neglect
- Demonstrate an understanding of the risk factors for, and protective factors against, abuse and/or neglect
- Identify child protection concerns and evaluate responses where a need for child protection has been identified

- Demonstrate the ability to contribute to a child protection plan, implement protective interventions, and record and report accordingly
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experiences of, and responses to, child protection and safeguarding issues and responsibilities
- Demonstrate ethical and professional competence in relation to this subject area.

### Content

#### Contributing to holistic assessments

- Assessment of risk
- Consideration of the child/young person's individual context, their developmental needs and the parents'/caregivers' capacity to respond to these needs
- Strengths and challenges within the child/young person, their family and the context in which they live
- Using child/young person and family development and wellbeing indicators to inform judgments about areas of concern, including those of parental neglect and/or failure to thrive.

#### Presentation of neglect and abuse

- Concepts of significant harm
- Desensitisation to neglect in areas of high prevalence of poverty and deprivation
- Criteria for significant harm
- The ways that abuse and neglect are manifested
- Prevalence of abuse and neglect, short and long-term effects of abuse, including cumulative effects.

**Recognising signs of abuse and neglect**

- Indicators, signs and symptoms of abuse (physical, emotional, sexual, verbal and bullying) and neglect
- The effects of abuse, bullying and neglect on a child/young person
- Behaviours of parents associated with abuse and/or neglect
- Parental, social and child/young person risk factors
- Protective factors
- The application of child protection principles
- Maintaining a child/young person-centred approach to ensure a consistent focus on the welfare of the child/young person and on their feelings and viewpoints
- Statutory responsibilities of adults (e.g. parents/carers, school staff) to keep children and young people safe from harm.

**Responding to and reporting child protection concerns**

- The application of relevant legislation and local policies and procedures
- Reporting suspicions of risk to appropriate internal and external partners/agencies, sharing information with relevant parties, using information from other relevant agencies such as health visitors, GPs, specialist CAMHS
- Recording information including recording reasons for decisions not to report concerns
- Good communication with all those at risk and following appropriate procedures.

**Child protection plans and implementation of protective interventions**

- Contributing information relevant to multi-agency child protection meetings

- Participating in the development of multi-agency child protection plans
- Implementing protective interventions
- Providing ongoing support for the young person and/or their family/carers when compulsory measures are necessary, and/or during an ongoing protection investigation.

**Recording and reporting interventions**

- Documenting decisions and actions taken
- Recording and reporting interventions for which the counsellor is responsible.

**Interagency working**

- Roles and responsibilities of other services
- Collaborating with relevant agencies
- Communication with relevant agencies
- Escalating concerns within own agency, or between agencies.

**Seeking advice and supervision**

- Making use of supervision and support when dealing with child protection concerns
- Recognising limits of own competence.

**Ethical and professional practice (see Subject area 9)****Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 10, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Core competences for work with children and young people 7:** *Ability to recognise and respond to concerns about child protection (all)*

## Subject area 11: Child and adolescent development and transitions (2)

### Aims

The aim of this subject area is to enable counselling practitioners to consolidate and apply previous knowledge gained on theories of development to their work with children and/or young people. In addition, the subject area aims to give counselling practitioners further understanding of family development and the interaction between the external environment and child and adolescent development. Opportunities are provided for the counselling practitioner to show competence in applying theories of development to their work with children and/or young people.

**NB:** Some of the content included in this subject area has been covered in *Child and adolescent development and transitions (1)* in the *Introduction to counselling children and/or young people*. The aim of revisiting these elements here is to ensure that counselling practitioners can effectively apply this knowledge to their practise with children and/or young people.

### Learning outcomes

Upon successful completion of Subject area 11, participants will be able to:

- Demonstrate the ability to apply knowledge of child and adolescent development in practice
- Demonstrate the ability to draw on knowledge of attachment theory and the interaction between the care environment and child and adolescent development in practice
- Demonstrate the ability to draw on knowledge of parent/carer influence and the interaction between the care environment and child and adolescent development in practice.

- Demonstrate the ability to draw on knowledge of play and its relevance to the care environment and child and adolescent development in practice
- Demonstrate the ability to draw on knowledge about family development in practice
- Demonstrate the ability to apply knowledge of the interaction between the external environment and child and adolescent development in practice
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experiences of, and responses to, theories of child and adolescent development and transitions
- Demonstrate ethical and professional competence in relation to this subject area.

### Content

#### Child and adolescent development

- Age/developmentally appropriate and problematic behaviours
- Theories of child and adolescent physical development
- Theories of cognitive development
- Theories of social and emotional development
- Age-appropriate and problematic behaviours
- Concepts of developmental stages, including physical, affective and interpersonal, cognitive, language, social and psychosexual milestones
- The effects of developmental transitions (e.g. onset of puberty)
- The interaction between aspects of a child/young person's development and contextual factors
- The implications of developmental stages for therapeutic work.

### **Interaction between the care environment and child and adolescent development: attachment**

- Attachment theory and its implications for child and adolescent cognitive, emotional and social development
- Attachment theory and its relationship:
  - in the development of parent/carer and child, siblings and peer relationships
  - to the development of emotional well-being, self-regulation, mental health and mental health problems
  - to the development of resilience to stressful and adverse experiences and difficult interpersonal experiences
  - to children and young people who are adopted or looked after
- The implications of attachment for the therapeutic relationship.

### **Interaction between the care environment and child and adolescent development: influence of parent/carer**

- Impact of the pre- and peri-natal environment on child and adolescent development
- Parenting styles and impact on child and adolescent development
- Ways in which the parent's/carer's communication, interaction and stimulation of their child interacts with the child's development, attainment and developing mental health
- Ways in which effective forms of parent/carer engagement change as children and young people develop
- Ways in which the balance of influence from parents/carers, peers, authority figures and others alter as the child or young person develops

- Ways in which emotional and cognitive immaturity, mental health difficulties such as: substance misuse, loss, abuse, social disadvantage, and adversity or negative experiences for parents in their own lives make it more difficult for them to offer consistent or positive parenting
- The positive effects of parent/carer support on attachment relationships and child and adolescent development.

### **Interaction between the care environment and child and adolescent development: play activities**

- The importance of play for all aspects of social, cognitive and emotional development
- Assessing whether a child or adolescent's level and type of play is broadly normative for their age group, and effective ways of stimulating play activity in children and/or young people by offering appropriate materials and descriptive commenting
- The value of child/young person-led rather than adult-led play activity
- The positive and negative impact of electronic media on child and adolescent development.

### **Family development**

- Viewing the child/young person's needs within the context of family, other significant relationships, their social and community setting, the professional networks involved with them, their cultural setting, and the socio-political environment
- Different family structures and compositions
- The family lifecycle and differences across social contexts and cultures
- The impact of significant family transitions on the family and the child/young person, such as birth of a new family member, starting school, bereavement

- The impact of social adversity such as loss, abuse, social change, socio-economic disadvantage, health inequality.

### **Interaction between the external environment and child and adolescent development**

- The challenges and positive opportunities the external environment can present for children and young people
- The statutory requirement to attend school or college and the impact of institutional demands on the child or young person (e.g. wearing a uniform, enforced attendance in particular curriculum areas)
- The impact of school transitions i.e. from early years to primary school; primary to secondary school
- The impact of summative and continuous assessment procedures on the child or young person's emotional wellbeing
- The sense of achievement for the child or young person in acquiring new knowledge and skills
- The challenges of school transitions in early, primary and secondary school years
- The challenges to the young person in becoming a working-age adult
- The impact of peer relationships (e.g. peer support, a growing sense of individual identity, inclusion or exclusion of various groups, involvement in risk-taking behaviours such as smoking, glue/paint sniffing, inhaling aerosol vapours, alcohol, drugs, promiscuity and involvement in anti-social behaviours).

### **Ethical and professional practice (see Subject area 9)**

### **Self-awareness in relation to the content of this subject area (e.g. an awareness of own attachment style and its potential impact on the therapeutic relationship with children and/or young people)**

**For a more detailed breakdown of the competences related to Subject area 11, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Core competences for work with children and young people 1:** *Knowledge of development in children and young people and of family development and transitions* (all)

**Core competences for work with children and young people 10:** *Ability to communicate with children and/or young people of differing ages, developmental levels and backgrounds* (10i–ii, 10.1i–iii)

## Subject area 12: The theory and principles of the counselling approach

### Aims

The aim of this subject area is for counsellors to develop their working knowledge of the theory and principles that underpin their counselling approach within the context of counselling children and/or young people. Therefore, this subject area aims to ensure that the counsellor works within a coherent framework of theory and skills for counselling practice with younger clients.

**NB:** Please note that this subject area is derived principally from the *Competences for humanistic counselling with children and young people (4–18 years)*, as these competences are the most commonly used in counselling children and young people. However, it is recognised that some trainees may work or have trained in other modalities and so the content for this subject area has been adapted from the competence framework to be more inclusive of other ways of working. Therefore, it is for the individual training provider to determine which theoretical approach will underpin the course. Courses are advised to link the content of this subject area to the competences associated with the theoretical approach being taught. At the end of this subject area, courses are signposted to the relevant sections of the *Competences for humanistic counselling with children and young people (4–18 years)*.

### Learning outcomes

Upon successful completion of Subject area 12, participants will be able to (within the context of counselling children and/or young people and the counselling approach):

- Demonstrate the ability to draw on knowledge of the underpinning philosophy and principles that inform the counselling approach
- Demonstrate the ability to draw on knowledge of theories of human growth and development and the capacity for psychological wellbeing

- Demonstrate the ability to draw on knowledge of the conditions for, and goals of, counselling change
- Demonstrate the ability to apply knowledge of the processes by which counselling may help children and/or young people experience greater psychological wellbeing
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own responses to the theory and principles underpinning the counselling approach
- Demonstrate ethical and professional competence in relation to this subject area.

### Content

#### The philosophy and principles that inform the counselling approach

- The establishment of the therapeutic relationship
- Assumptions regarding client self-determination, self-direction, self-maintenance, psychological growth, development and the ability to realise own potential
- The therapeutic change process
- Assumptions relating to the diversity of human experience
- Multiple perspectives from which human experience can be viewed and the way in which these perspectives impact on the human experience.

#### Theories of human growth and development underpinning the counselling approach

- What healthy functioning involves within the counselling approach
- Social and cultural contexts influencing psychological growth e.g. family, school, community
- Assumptions relating to human capacity for sensing what actions contribute to their growth e.g. through own emotional experience and subjective reality

- Assumptions relating to the human potential to develop a reflexive stance allowing children and/or young people to expand their self-awareness, reconstruct their experiences and make changes to their ways of functioning.

### **The conditions for, and goals of, counselling change informing the counselling approach**

A coherent framework for understanding the conditions for, and goals for, counselling change, for example, within the humanistic approach:

- Responding empathically to children and/or young people to increase their understanding and reduce their sense of isolation and alienation
- Offer a warm, accepting and non-judgmental attitude to children and/or young people to reduce defensiveness and increase their self-awareness
- Being genuine and open with clients to model psychological health and to increase levels of trust
- Create good communication and mutual understanding between counsellor and client to enable good relating
- Collaborate with the client to decide the course and content of the counselling.

### **Counselling processes toward greater psychological wellbeing informing the counselling approach**

A coherent framework for understanding counselling processes toward greater psychological wellbeing, for example within the humanistic approach:

- Helping the child/young person explore their experiences, emotions and problems within an empathic, accepting and trusting relationship
- Helping the child or young person to find more effective ways of dealing with their problems, have greater self-acceptance and self-confidence, experience the world in a more holistic and integrated manner, develop better relationships through greater understanding of their own feelings and experiences.

### **Ethical and professional practice (see Subject area 9)**

### **Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 12, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Basic competences for humanistic counselling with children and young people 1:** *Knowledge of the basic assumptions and principles of humanistic* (all)

**Generic Therapeutic Competences 1:** *Knowledge of models of intervention, and their employment in practice* (all)

## Subject area 13: Therapeutic relationships with younger clients

### Aims

The aim of this subject area is to enable counselling practitioners to develop and apply existing knowledge of, and competence in, working in therapeutic relationships to their practice with children and/or young people. The subject area provides the counselling practitioner with opportunities to demonstrate their ability to initiate, maintain, develop and conclude therapeutic relationships, develop therapeutic contracts and agree therapeutic goals with children and/or young people.

**NB:** Please note that this subject area is derived principally from the *Competences for humanistic counselling with children and young people (4–18 years)*, as these competences are the most commonly used in counselling children and young people. However, it is recognised that some students may work or have trained in other modalities and so the content for this subject area has been adapted from the competence framework to be more inclusive of other ways of working. Therefore, it is for the individual training course to determine which theoretical approach will underpin the course. Courses are advised to link the content of this subject area to the competences associated with the theoretical approach being taught. At the end of this subject area, courses are signposted to the relevant sections of the *Competences for humanistic counselling with children and young people (4–18 years)*.

### Learning outcomes

Upon successful completion of Subject area 13, participants will be able to:

- Explain a rationale for the underpinning approach to therapy with younger clients
- Establish and agree a therapeutic focus/goals with younger clients
- Develop a contract for therapeutic work with younger clients

- Demonstrate the ability to experience and communicate empathy and an accepting attitude to younger clients
- Maintain authenticity in the counselling relationship with younger clients
- Demonstrate the ability to conclude the counselling relationship with younger clients
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of therapeutic relationships with younger clients
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Initiating therapeutic relationships: rationale for the underpinning approach

- The concept of the therapeutic alliance
- Therapist factors associated with the alliance
- Within the confines of, and appropriate to, the young person's developmental age, social and cultural context, communicating the central belief in the capacity for growth and problem resolution
- Conveying to the child/young person through a genuine, open and accepting attitude, the ability to develop a collaborative relationship with them as an active partner in the therapeutic work
- Describing what is hoped will emerge from the process of therapy and ways to help the child/young person discuss their expectations of the therapy
- Clarifying the responsibilities of the counsellor and of the child/young person in the therapeutic relationship
- Helping the child/young person to understand that therapy may increase contact with emotions, which may at times be experienced as upsetting.

### **Initiating therapeutic relationships: establishing and agreeing the therapeutic focus/goals**

- Drawing on the assessment process to develop and agree with the child/young person the focus/goals for the therapeutic process and develop a plan for the way in which the therapeutic work will proceed
- Balancing the changing needs of the child/young person throughout the therapeutic process while retaining the need for a clear focus, if this is helpful and possible for the child/young person
- Evaluating whether or not the child/young person's identified goals are being met by review dates and at the end of counselling
- Renegotiating goals as the therapy progresses
- Promoting informed choice by providing the child/young person with options for counselling and its effectiveness, by discussing possible negative effect of counselling, and by asking for their views on counselling
- Gauging the motivation and intervention preferences of the child/young person and discussing possible difficulties in engaging with counselling, including their attendance
- Agreeing an appropriate plan for the counselling, the length of the initial period of counselling and a review date
- Explaining to the child/young person if and when counselling is not required, and recognising whether the child/young person and/or their family/carer's needs might be better met by other services.

### **Initiating therapeutic relationships: developing a contract**

- Agreeing the boundaries for the therapeutic work with the child/young person
- Explaining confidentiality and its limits to the child/young person

- Explaining and agreeing how records will be kept
- Explaining the complaints procedure
- Agreeing the timing and number of counselling sessions
- Explaining what happens if the child/young person does not attend sessions
- Agreeing payment and procedures involved for payment (where appropriate).

### **Maintaining and developing therapeutic relationships: experiencing and communicating empathy**

- Being sensitive to the child/young person's emotions and the degree to which they are in psychological contact with the counsellor
- Through the use of age-appropriate empathic responses, helping the child/young person to articulate aspects of their subjective experience
- Maintaining a consistent empathetic attitude with the child/young person by being responsive to their verbal and non-verbal communication
- Sensing the child/young person's emotions and perceptions as if they were the counsellor's own whilst maintaining an awareness of own experiences
- Sensing and understanding the feelings and experiences within the child/young person's awareness, and those which have not yet entered their awareness
- The significance of the child/young person's body language and paralanguage to their subjective experience
- Identifying inconsistencies between the child/young person's verbal and non-verbal behaviour and empathising equally with it all, despite any inconsistencies

- Using empathetic communication to convey an accurate understanding of the child/young person's emotions and perceptions through summarising and paraphrasing, reflecting back their feelings, responding in a constructive way and using metaphor where appropriate
- Obtaining feedback from the child/young person to check the counsellor's perceptions are the same as those of the young person, and revise if necessary
- Grasping the client's perspective and 'world view'.

#### **Maintaining and developing therapeutic relationships: communicating acceptance**

- Regardless of the child/young person's behaviour, attitudes and beliefs, communicating a fundamentally accepting attitude towards them
- Through verbal and non-verbal communication, offering genuine warmth and acceptance of the child/young person, and a welcoming and non-judgmental attitude
- Through self-reflection and supervision, exploring reasons for not being able to offer unconditional positive regard to the child/young person, regardless of their behaviour
- Reflecting on own values and the ways in which these might influence work with children and/or young people.

#### **Maintaining and developing therapeutic relationships: maintaining authenticity**

- Remaining aware of own experiences in an accepting and non-evaluative manner whilst building a relationship with the child/young person
- Maintaining consistency between own experiences and the ways in which this is portrayed in the counselling relationship, and demonstrate consistency between verbal and non-verbal communication

- Fully engaging in the counselling relationship and relating to the child/young person in a non-defensive and open manner, and without developing an incongruent professional façade
- The capacity to tolerate and work with strong emotions and be aware of emotional, cognitive and behavioural reactions and to use these therapeutically
- Relating in a spontaneous way to the child/young person, where appropriate
- Appropriate self-disclosure, when facilitative and relevant to the child/young person's concerns; not when likely to impede the child/young person's counselling process.

#### **Maintaining the therapeutic alliance: recognising and addressing threats and ruptures to the therapeutic alliance**

- Identifying and responding to strains in the alliance
- Deploying interventions in response to disagreements and strains in the alliance.

#### **Ethical and professional practice (see Subject area 9)**

#### **Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 13, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Basic competences for humanistic counselling with children and young people 2:** *Ability to initiate therapeutic relationships* (all)

**Basic competences for humanistic counselling with children and young people 3:** *Ability to maintain and develop therapeutic relationships* (3.1, 3.2, 3.3)

**Generic Therapeutic Competences 2:** *Ability to foster and maintain a good therapeutic alliance, and to grasp the client's perspective and 'world view'* (all)

## Subject area 14: Communication with children and/or young people (2)

### Aims

This subject area revisits some of the material covered in *Communication with children and/or young people (1)* in the *Introduction to counselling children and/or young people*. The aim of this subject area is to enable the counselling practitioner to apply and develop the knowledge and understanding previously gained in their practice with clients of differing ages, developmental levels and backgrounds.

### Learning outcomes

Upon successful completion of Subject area 14, participants will be able to:

- Explain the ways in which the child/young person's stage of development can affect their understanding of counselling work
- Demonstrate the ability to engage with the child/young person's perspective
- Demonstrate the ability to effectively use developmentally appropriate activities and adjust language according to the client's age and developmental level
- Demonstrate competence in enabling the child/young person to verbally express themselves
- Demonstrate the ability to engage a child/young person when the parent or carer is present
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of communicating with child/young person competence in relation to the content of this subject area.

### Content

#### Development

- Attachment theory and its implications for engagement
- Developmental stages and differences across childhood and adolescence and their implications for therapeutic work
- Differences across ages of the child/young person's understanding of their own and others' mental states and of interpersonal situations
- Communication from children and/or young people with regard to counselling work and their ability to articulate emotions and thoughts, and communication through behaviours
- Offering developmentally appropriate information about counselling and the interventions used
- Adjusting language to the child/young person's developmental level
- Avoiding the use of leading, multiple and double questions.

#### Engaging with the child/young person's perspective

- The importance of patience and persistence in helping the child/young person to express themselves
- Using language, attitudes, behaviours and interests of others of comparable age to that of the child/young person
- Showing interest in the child/young person, as a person
- Showing neutrality in relation to problematic behaviour
- Staying close to the child/young person's language, emotional state and developmental capacities
- Using play materials and other creative resources as appropriate.

**Activities to aid engagement**

- Using alternative, or adjustments to, settings if the child/young person is finding engagement difficult
- Using appropriate observation and comment upon play and behaviour with a variety of toys and creative activities
- Helping the child/young person to engage through the use of play materials, pictures, art and drama activities.

**Expression of the child/young person**

- Using scaffolding communication and initiating contact
- Using scales to aid communication
- Encouraging thinking aloud for the child/young person, normalising their experience, helping them to offer their opinion
- Moving between session subject content with ease, and between play materials and verbal discussion.

**Engagement when parent and/or carer is present**

- Enabling understanding of the parameters of the session
- Enabling opportunities for all parties' points of view to be heard
- Enabling understanding of the session to those present, including the child/young person.

**Ethical and professional practice (see Subject area 9)****Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 14, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Core competences for work with children and young people 10:** *Ability to communicate with children and/or young people of differing ages, developmental levels and backgrounds (all)*

## Subject area 15: Working with children and/ or young people's emotions

### Aims

The aim of this subject area is for the counselling practitioner to be competent at enabling children and/or young people to process and manage their emotions, by helping them to articulate and reflect on their emotions and develop new understandings. The subject area also pays attention to the management of strong emotions to enable reflexivity of the child/young person's emotional expression. In addition, the subject area seeks to enable the counselling practitioner to help the child/young person make sense of experiences that are confusing and distressing to them.

A further aspect of this subject area is to provide opportunities for the counselling practitioner to develop their aptitude in the use of creative methods and resources, including the use of Life Story, if appropriate.

**NB:** For participants who have already completed core training in humanistic counselling with adults. The majority of the material included in this subject area is already covered in the *Competence framework for humanistic psychological therapies* (adults) and so there may be some repetition of material from core training. However, the aim here is to explore and develop these concepts within the context of working with children and/or young people.

### Learning outcomes

Upon successful completion of Subject area 15, participants will be able to:

- Demonstrate the ability to help the child/young person to access, express and articulate emotions
- Demonstrate the ability to help the child/young person reflect on their emotions, to elicit emotions that facilitate change, and to help the child/young person reflect on their emotional expression and develop new understandings
- Demonstrate the ability to help the child/young person make sense of experiences that are confusing and distressing
- Demonstrate the ability to manage strong emotions which interfere with effective change
- Demonstrate the ability to use creative methods and resources to help the child/young person express, reflect upon and make sense of their experiences
- Demonstrate the ability to use Life Story and to understand when this is and is not appropriate
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of working with children and/or young people's emotions
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Accessing and expressing emotions

- Ways in which children/young people manage and process their emotions, including when they are finding it difficult to access emotions
- Helping children/young people to experience feelings which may be out of current awareness
- Helping children and/or young people find ways to describe emotions which seem difficult to access, attend to their physiological sensations and enabling them to focus their attention inwardly
- Helping the child/young person differentiate between feelings that are appropriate to dealing with a current situation and those that are less helpful.

**Articulating and reflecting on emotions and developing new understandings**

- Helping the child/young person find appropriate words to describe their emotions
- Helping the child/young person verbalise their concerns, meanings and memories which emerge out of emotional arousal
- Helping the child/young person identify and verbalise the wishes, needs, behaviours and goals associated with feelings and emotions
- Using imagery and metaphor to aid the child or young person's awareness and articulation of their experiences
- Helping children and/or young people to explore and evaluate new perspectives, and reflect on any new meanings that emerge
- Helping children and/or young people to evaluate new perspectives in relation to their social context, personal values and life goals
- Helping children and/or young people to make sense of confusing and distressing experiences
- Helping children and/or young people to develop new ways of understanding their situation and their responses to it.

**Emotions that interfere with effective change**

- Containing strong emotions that may overwhelm the child/young person whilst helping them reach an optimal level of emotional arousal
- Helping the child/young person to get in touch with emotions that are being avoided
- Helping the child/young person process emotional issues, such as excessive anger, that may interfere with effective change
- Using techniques to help the child/young person manage and contain strong emotions and their associated behaviours (e.g. naming emotions, expressing appropriateness of behaviours, use of time-out procedures)

- Providing support for the parents/carers to enable them to help the child/young person with the expression of appropriate emotions and behaviours.

**Emotions that facilitate change**

- Helping the child/young person to access, express and experience their emotions so as to facilitate change
- Exploring the child/young person's emotions using developmentally appropriate techniques.

**Reflecting on the child or young person's emotional expression**

- Reflecting on the child/young person's emotional expression as a form of communication
- Reflecting on the child/young person's current and past context in relation to the meaning of the behavioural and/or emotional expression
- Describing and exploring with the child/young person the meaning of the emotion and/or behaviour
- Reflecting on own reaction to the client's emotional and/or behavioural expression through exploration in supervision.

**Developing new understandings**

- Helping the child/young person to explore and evaluate new perspectives
- Helping the child/young person to reflect on any new meanings that emerge, check the accuracy of the meaning against the experience, assess the implications, examine their behaviour and consider alternative forms of action
- Helping the child/young person to adapt central assumptions about self, others and relationships in the light of experience.

**Creative methods and resources**

- Using creative methods and resources to help children and/or young people express, reflect upon, and make sense of their experiences
- Recognising and making judgments about when the use of creative and symbolic methods may help the child/young person
- Using different creative methods and resources appropriate to working with children and/or young people, such as art, play material, sand tray, life story, therapeutic games
- The advantages of using creative methods
- The ways in which the use of creative methods can provide opportunities for children and/or young people to project their inner experience into the perceptual field they share with the counsellor
- The ways in which creative methods can help children and young people access and explore their feelings, thoughts and beliefs
- Using creative methods to help the client externalise internal conflict between aspects of self
- Using creative methods to help the client explore the relationships between the child/young person and significant others
- Exploring the child/young person's problematic situations in the past, present and future through the use of creative methods and further explore alternative scenarios
- Collaborating with the child/young person to select appropriate creative methods consistent with their needs and abilities
- Helping children and/or young people describe and explore their experience when engaging with creative/symbolic methods

- Adopting a non-intrusive and non-interpretive stance when helping the child/young person explore the personal meanings which emerge in creative work
- Helping the child/young person make sense of the meanings and experiences that emerge when using creative methods and resources.

**Use of Life Story**

- The purposes of using Life Story
- When Life Story is not recommended for children or young people (e.g. post-traumatic stress disorder)
- The benefits of using Life Story
- Using creative methods to help the child/young person represent their life story and difficult events within it
- Helping the child/young person to integrate difficult experiences/events into their Life Story and describe and reflect upon these, as well as helping with accompanying emotional reactions
- Helping the child/young person to project their Life Story into the future in order to review hopes and aspirations.

**Ethical and professional practice (see Subject area 9)****Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 15, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Generic therapeutic competences 3:** *Ability to work with the emotional content of the sessions* (all)

**Specific competences for humanistic counselling with children and young people** (1–3)

## Subject area 16: Using play in therapy with younger clients

This subject area is **essential** for courses that include work with children (4–10 years), but it is **optional** for training that is only for work with young people (11–18 years)

### Aims

There are several references throughout the CYP curriculum to using play. The aim of this subject area is to give the counselling practitioner the in-depth knowledge, understanding and skills acquisition of play in therapy needed for ethical and professional competence for working with younger clients.

### Learning outcomes

Upon successful completion of Subject area 16, participants will be able to:

- Demonstrate the ability to draw on knowledge of theoretical approaches to play in therapy and their application in practice
- Demonstrate the ability to draw on knowledge of the roles and functions of play in child development
- Demonstrate the ability to engage the child in play in therapy sessions
- Demonstrate the ability to engage in playful communication using a range of play and creative materials
- Demonstrate the ability to work with verbal and non-verbal communication during play in therapy
- Demonstrate the ability to use a range of play and creative materials

- Demonstrate the ability to prepare and manage the therapy room
- Demonstrate the ability to use self-awareness to inform play in therapy practice.

### Content

#### The theory and principles that inform play in therapy

- Different approaches to play in therapy
- Applying the specific approach to play in therapy within the practitioner's counselling approach
- Contemporary evidence-base relating to different approaches to play in therapy, and using this knowledge to inform decision-making about the range of approaches employed
- Factors common to all play in therapy approaches
- Basic assumptions and principles of humanistic counselling theory (or the central approach for the course) as they relate to the change process during play in therapy
- How 'transference' commonly manifests during therapeutic play.

#### The role of play in child development

- Using play as a medium for the assimilation and accommodation of experience
- Helping the child to express their situation and their relationship to it
- Helping the child to develop new ways of thinking, ideas and ways of being
- Enabling the child to accommodate to changes in their external environment
- Ways that play develops and changes over time, e.g. sensory play, physical play, exploratory play, social play and symbolic play

- Ways that the development of play can contribute to the physical, intellectual, social and emotional development of the child
- Using attachment theory to inform play in therapy practice
- The impact of early and current adverse events such as abuse, neglect and trauma
- How adverse events can impact the child and present
- How adverse events can impact on the child's ability to engage with play in therapy
- Working with a child who has experienced adverse events using play in therapy.
- Recognising the influence of cultural background and diversity on the child's play, making adaptations to ensure accessibility and awareness of own cultural norms regarding play
- Explaining the purpose and process of the use of play in therapy in developmentally appropriate language
- Establishing and sustaining a clear contract for the work with the child and their parents/carers
- Engaging the child in a therapeutic relationship which incorporates play in therapy principles
- Developing and maintaining a positive working relationship with the child's parents/carers
- Setting and maintaining boundaries and limits
- Responding to, and holding challenges to the boundaries
- Maintaining professional therapeutic boundaries
- Working with parents/carers to support the child.

### **Engaging the child in play in therapy sessions**

- Explaining the purpose and structure of play in therapy in developmentally appropriate language
- Integrating knowledge of play, child development, the child and their unique context into practice
- Identifying the age group and/or developmental level of the child for whom play in therapy is appropriate
- Helping the child to select stage-appropriate play materials
- Engaging in play that is appropriate to the child's developmental stage
- Identifying when a child may be engaged in play that does not match their chronological age
- Making use of developmental perspectives relating to the biological, intrapersonal, interpersonal and sociocultural roles and functions of play during play in therapy
- Identifying and working with different attachment styles and the implications for the child's capacity to engage in play

### **Engaging in playful communication**

- Engaging in meaning making during therapeutic play
- Using play and creative materials to facilitate communication with the child
- Maintaining a child-centred perspective in order to understand the child's worldview
- Observing the child's play to identify explicit and implicit aspects of their story
- Following the child's lead in play
- Connecting with the child by attuning with their play and their use of language
- Working and staying with the child's chosen metaphor(s)

- Stepping in and out of metaphor to enable clarification, reflection, emotional regulation and enhance understanding
- Recognising and working with 'transference' and 'countertransference' in the therapeutic process
- Using and responding to humour and play
- Facilitating creativity and spontaneity during the therapeutic process
- Respecting and making therapeutic use of silence
- Working with intense emotions.

#### **Working with verbal and non-verbal communication during play in therapy**

- Using verbal and non-verbal communication skills
- Working with verbal and non-verbal communication being expressed through the child's play and creativity
- Empathically attuning, and facilitating, the child's verbal and non-verbal expression of emotional experience.

#### **Using a range of play and creative materials**

- Facilitating children's emotional expression through symbolic communication, using a variety of therapeutic play and creative methods
- Using play and creative materials to communicate with the child and foster emotional expression e.g. Arts media, 'Small world' play, sand tray, role play, props, dramatic play, body and movement, sensory play, music, natural world, stories and digital technologies
- Monitoring and evaluating the effectiveness of specific play and creative interventions and if required, introducing alternative play interventions.

#### **Preparing and managing the therapy room**

- Preparing the therapy room with a range of play resources
- Selecting materials that will serve a variety of therapeutic functions
- Different types/categories of play and expressive materials
- Setting up the therapy room for each individual client's needs
- Ensuring the safe management of the therapy room and its contents (in line with Health & Safety standards)
- Ensuring that therapeutic work produced in sessions is treated with respect and managed appropriately in the context of client confidentiality
- Managing stock levels of play and creative resources.

#### **Using self-awareness to inform play in therapy practice**

- Being aware of and separating own emotional and somatic responses from those of the child and from others involved in the child's care
- Reflecting on own emotional and somatic responses and using own insight to respond therapeutically to the child
- Using self-awareness when responding to a child's transference (or to that of others involved in the child's care)
- Recognising and responding to limits of own competence.

#### **Ethical and professional practice (see Subject area 9)**

**For a more detailed breakdown of the competences related to Subject area 16, please refer to the following sections of the BACP *Competences for humanistic counselling with children and young people (4–18 years)*:**

**Specific competences for humanistic counselling with children and young people 4: *Play in therapy* (all)**

## Subject area 17: Endings

### Aims

The aim of this subject area is for the counselling practitioner to gain competence in concluding therapeutic relationships with children and/or young people, appropriately end contact with the counselling service and make onward referrals when required.

### Learning outcomes

Upon successful completion of Subject area 17, participants will be able to:

- Demonstrate the ability to conclude the therapeutic relationship
- Demonstrate the ability to work with planned endings
- Demonstrate the ability to work with premature or unplanned endings
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experiences of endings in counselling with children and/or young people
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Concluding therapeutic relationships

- Working collaboratively with the child/young person to identify when they may be ready to end counselling, for example, if they have achieved their goals, where counselling is no longer helping, where an alternative intervention is considered more appropriate, or where counselling attendance is being used for avoiding other things

- Initiating the conclusion of the counselling relationship
- Negotiating the ending of counselling with the child/young person and what information will need to be communicated to other parties
- Reviewing the child/young person's progress
- Helping the child/young person to make effective use of the end phase, such as helping the child/young person to express feelings connected to endings
- Helping the child/young person to express their thoughts and emotions not previously addressed in counselling
- Developing strategies with the child/young person for the end of counselling, discussing their future in the context of their current social relationships
- When it is not the choice of the child/young person to end, discussing ways that will best support their progress, with options for future counselling and support should the need arise
- Identifying when it may be appropriate to offer the child or young person a follow-up session to provide ongoing support for them and to maintain positive change, and communicate the purpose, nature and context of this follow-up session to them, including timings, venue and ways in which reminders may be sent to the child or young person.

#### Working with planned and unplanned endings

- Preparing for endings with reference to the time-limited nature of the counselling, at the beginning and throughout the process, if appropriate
- Assessing risk in the child/young person that may be apparent following discharge from the service, and contact with and/or referral on to relevant agencies/professionals

- Working with feelings of loss and/or separation and with feelings of anxiety about ending
- Reflecting on the learning gained from counselling and preparation to transition to another service, if appropriate
- Exploring reasons for early termination of the counselling contract with the child/young person if Gillick competent, and the parents/ carers if appropriate
- Exploring concerns with the child/young person about the counselling service
- Implementing procedures in response to 'failure to attend' appointments.

**Ethical and professional practice (see Subject area 9)**

**Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 17, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Basic competences for humanistic counselling with children and young people 3:** *Ability to maintain and develop therapeutic relationships (3.4)*

**Generic therapeutic competences 4:** *Ability to manage endings and service transitions (all)*

## Subject area 18: Risk assessments (2)

### Aims

The aim of this subject area is for the counselling practitioner to apply knowledge, and develop competence in carrying out risk assessments and developing risk management plans when required.

**NB:** Some of the content included in Subject area 18 is introduced to students in Subject area 6: *Risk assessments (1)* in the *Introduction to counselling children and/or young people*. The aim of revisiting these topics here is for students to build on their existing understanding and develop competence in conducting risk assessments and risk management plans in practice with younger clients.

### Learning outcomes

Upon successful completion of Subject area 18, participants will be able to:

- Demonstrate the ability to apply knowledge of current policies and legislation when carrying out risk assessments
- Critically appraise different types of risk and risk assessment tools
- Demonstrate the ability to identify risk and conduct and manage a risk assessment
- Demonstrate awareness of own limitations and the ability to consult with other professionals when assessing and managing risk
- Demonstrate the ability to develop a risk management plan with a child/young person
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of undertaking risk assessments
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Knowledge of policies and legislation

- Local and national strategy standards, policies and procedures regarding clinical assessment and risk management
- National and local child protection standards, policies and procedures
- The principles of relevant Mental Health Acts
- Local policies of confidentiality and information sharing
- Statutory responsibilities of adults to keep children and young people safe.

#### Knowledge of risks, risk assessments and the management process

- Different forms of clinical risk routinely assessed in clinical practice
- The main risk factors for self-harm, self-neglect, harm to others and harm from others
- Aims of risk assessment
- The different types of risk assessment and their limitations
- Different types of risk factors
- The benefits and limitations of risk assessment tools as part of the risk assessment
- Different stages of risk assessment and by whom these might be conducted
- Identifying and carrying out onward referral where necessary.

#### Advice and supervision

- Awareness of the limitations of own expertise and gaining advice from appropriate individuals (e.g. supervisor, other clinical team members, forensic teams, Caldicott Guardian, social workers etc.).

**Assessment of risk**

- Conducting comprehensive assessments, including in-depth structured risk assessments, combining information from clinical interviews, measures, observations and other agencies within the context of a strong working alliance with children and/or young people
- Carrying out systematic assessments of the demographics, psychological, social and historical factors known to be risk factors for self-harm, self-neglect, harm to and from others, the likelihood of a harmful event occurring, the type of event, the frequency of the event, the severity of the event, the timing of the event and any impact of protective factors
- Identifying children and/or young people's views of their own experiences, possible trigger factors and harmful events, and ideas about interventions that might reduce risk for the client, including helping the client to recognise their own strengths and weaknesses
- Considering children and/or young people's developmental age and ways in which this affects perception and understanding of behaviours and risk
- Identifying the extent to which adults involved in a child/young person's care are able to assess and manage risk and the extent to which they need to be involved in building a risk assessment.
- Identifying the appropriateness of employing an intervention that involves an element of risk
- Communicating the risk management plan to the child/young person, the parents/carers and to other professionals, including information about the potential benefits and risks of a decision and the reasons for a particular plan
- Considering assumptions and stereotypes about specific demographic groups that lead to under-estimation or over-estimation of actual risk
- Collaborating with all relevant agencies, maintaining records of assessments and decisions for managing risk, escalating concerns within own and other agencies, referral to more specialist agencies when required.

**Ethical and professional practice (see Subject area 9)****Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 18, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Assessment competences 3:** *Ability to conduct a risk assessment* (all)

**Developing a risk management plan**

- Factors likely to increase and/or decrease risk
- Collaborating with the child/young person, identifying actions to be taken by the child/young person and relevant services when there is an acute increase in risk factors and/or the family perceives they are in crisis
- The potential benefits and harms of choosing one intervention over another

## Subject area 19: Collaborative assessments

### Aims

This subject area aims to develop the counselling practitioner's understanding of the assessment process, and their competence in conducting collaborative assessments with children (and their parents/carers) and/or young people.

### Learning outcomes

Upon successful completion of Subject area 19, participants will be able to:

- Demonstrate the ability to engage the client in the assessment process and adapt the assessment to the capacities of the child/young person
- Demonstrate the ability to undertake a generic assessment and engage the child/young person in the process
- Demonstrate the ability to assess the child/young person's difficulties, current functioning, strengths and abilities
- Demonstrate the ability to develop a collaborative understanding of the child/young person's life story, social and cultural context
- Demonstrate the ability to make use of tools and measures during the assessment process
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of the assessment process
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Knowledge of assessment process

- The fundamental principles that guide counselling assessments with children and/or young people
- Local and national assessment procedures, including those that can be completed by different agencies working together.

#### Engaging the child/young person and matching capacities of the assessment with them

- Using knowledge of human development to appraise the child/young person's functioning and level of understanding and adapting communication accordingly
- Use of interpreters when necessary and appropriate
- Explaining the nature of the assessment to the child/young person and understanding their world view
- Discussion of confidentiality and its limits
- Working collaboratively with the child/young person in assessments
- Working with the 'whole person'
- Identifying potential risk areas and suitable interventions.

#### Undertaking a generic assessment

- Putting the child/young person at ease
- Agreeing goals and aiding articulation of these by the child/young person, and of any concerns they may have
- Discussing the benefits of counselling with the child/young person and intervention options

- Gaining an overview of the child/young person's current life situation, psychological difficulties and motivation for psychological intervention
- Assessing the child/young person's coping mechanisms
- Working in accordance with the child/young person's developmental level.

### **Assessing the child or young person's difficulties, current functioning, strengths and abilities**

- Identifying and exploring any difficulties of concern the child/young person has, and helping them to identify and articulate these
- Discussing ways in which the child/young person sees their difficulties developing
- Identifying, with the child/young person, areas of good and poor management of their situation and ways in which this impacts on their everyday lives
- Specific mental health presentations and any drug and alcohol use
- Discussing issues of sexuality, gender identity and/or sexual relationships if relevant and appropriate
- Discussing current/past contact with legal services if appropriate and the significance of these
- Tracking emotionally significant themes throughout the process of counselling assessment
- Assessment of the child/young person's current levels of personal, interpersonal, social and academic functioning
- Exploring with the child/young person their strengths, abilities, resilience and future hopes.

### **Collaborative understanding of the child/young person's life story, social and cultural context**

- Integration of information from family, school and other relevant sources
- Discussing, with the child/young person, their understanding of their own development and that of the family
- Areas of familial support and stressors
- Areas of strengths, difficulties and interests in school
- Mental health concerns across different cultures, ethnicities and social classes and of social support in these areas within their community
- Discussing with the child/young person, their peer groups, drawing on knowledge of the child/young person's cultural, racial and religious background.

### **Reflections on own experience of the assessment process**

- Reflecting on professional judgments, personal emotions and limitations on the assessment process
- The ways in which own emotions and prejudices may interfere with working with the child/young person.

### **Use of tools and measures**

- Identifying suitable outcome and process measures and understanding their function and benefits
- Identifying frequency of data collection
- Use of 'containers' for using assessment tools
- Aims and focus of assessment tools
- Interpretation of assessment tools and discussing this with the child/young person

- Engaging the young person in the assessment process and helping them to complete measures as appropriate
- Discussion of re-focus and goals as a result of process and outcome measure.

### Conducting a collaborative assessment with younger clients and their parents/carers

The following content is **essential** for courses that include work with children (4–10 years)

- Drawing on child development and attachment theory to gain a conceptual understanding of the child's difficulties
- Including parent/carers and referrer's understanding of the child's difficulties in the assessment process
- Identifying and assessing the effect of parent-child dyad and the child's system on the child
- Recognising any underlying emotional difficulties that may be manifesting in certain behaviours
- Developing a clear rationale for interventions selected, based on information gathered during the assessment
- Determining when it would be beneficial for the child if their parent/carer were involved in the therapy and where necessary, making appropriate referrals aimed at improving attachment/bonding.

### Ethical and professional practice (see Subject area 9)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 19, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Assessment competences 1:** *Ability to conduct a collaborative assessment (all)*

**Assessment competences 2:** *Ability to conduct a collaborative assessment with younger clients and their parents/carers*

## Subject area 20: Using measures and monitoring outcomes

### Aims

The aim of this subject area is for the counselling practitioner to be able to feel confident in the administration and use of measures commonly used in counselling children and/or young people, to understand why the measures are used and how they are applied in practice.

### Learning outcomes

Upon successful completion of Subject area 20, participants will be able to:

- Demonstrate the ability to administer commonly used measures when counselling children and/or young people
- Explain the specific aims of commonly used measures, including what the measure is designed to detect or measure
- Demonstrate the ability to select and use outcome measures and provide a rationale for the choice of outcome measure
- Demonstrate the ability to integrate the use of 'diary recordings' into practice and evaluate their effectiveness
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of using measures and outcome measures
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Commonly used measures and their purpose and application

- Measures of the child/young person's functioning
- Goal-based measures
- Symptom-specific measures
- Service satisfaction questionnaires
- Purpose of the measures and their respective sensitivities
- Relevant application of measures and their scoring and interpretation procedures.

#### Selection and administration of outcome measures

- Assisting a child/young person completing the measure and taking into account a child/young person's behaviour and attitude when completing measures
- Using appropriate guidelines to score and interpret the measure
- Limitations of measures in capturing the complexities of the child/young person
- Appropriate selection and use of different measures designed for different purposes and domains of the child/young person's functioning
- The purpose and administration of pre- and post-intervention measures.

#### Diary use

- Using systematic recordings for analysing the antecedents and consequences of a specific behaviour
- Integrating systematic 'diary recordings' into assessment and intervention, including frequency charts, behavioural diaries, structured charts

- Introducing the use of simple measures, graduating to more complex ones as the child/young person and/or parents/carers familiarise themselves with different processes
- Following up sessions with the child/young person and parent/carer to understand their interpretation of the data, the ease with which they used the measure, and their motivation to do so
- The theory and use of 'star charts' and how to introduce these to the parent/carer.

**Ethical and professional practice (see Subject area 9)**

**Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 20, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Generic therapeutic competences 6:** *Ability to make use of measures (including monitoring of outcomes)*  
(all)

## Subject area 21: Working with cultural diversity

### Aims

The aim of this subject area is for the counselling practitioner to recognise and develop their capacity to value diversity, understand ways in which children/young people and families/carers may experience specific beliefs, practices and lifestyles and within this, be able to consider the relevance of the therapeutic work being offered. In addition, this subject area aims to enable practitioners to be aware of, and challenge if appropriate, stigmatising and discriminatory attitudes and behaviours in themselves and others.

### Learning outcomes

Upon successful completion of Subject area 21, participants will be able to:

- Explain the significance of specific beliefs, practices and lifestyles for counselling children and/or young people
- Critically evaluate the social and cultural factors that may impact on access to the counselling service
- Demonstrate the ability to communicate respect and valuing of children, young people and their families/carers
- Demonstrate the ability to use appropriate communication and the ability to adapt interventions and assessment procedures accordingly
- Critically evaluate the effects of the practitioner's own background on the ability to identify and challenge inequality
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of, and responses to, working with cultural diversity

- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Significance for practice of specific beliefs, practices and lifestyles

- The critical nature of background, lifestyle, beliefs and religious practices and the way these impact on potential disadvantage and/or discrimination
- Service users belonging to multiple 'groups' (e.g. being a gay adolescent from a minority ethnic community), and the lifestyle factors involved
- Potential significance of social and cultural variation across a range of domains, including: ethnicity, culture, gender and gender identity, religion, beliefs, sexual orientation, socio-economic deprivation, class, age, disability, family configuration and the way these may impact on accessibility, effectiveness and acceptability of assessment or therapeutic intervention.

#### Service access and communication

- Restriction or reduction of access to interventions because of certain social and cultural factors (e.g. language, marginalisation, mistrust of statutory services, lack of knowledge about access to services, attitudes and stigma or shame toward well-being, mental health, help-seeking and counselling)
- Impact of socio-economic status on access to resources, and ways in which social inequalities impact on development of mental health in children/young people, parents/carers
- Impact of factors such as socio-economic disadvantage and/or disability on practical arrangements that may affect attendance and engagement

- Communication of respect by taking a willing and active interest in the social and cultural background of the child or young person and their families/carers
- Use of strategies and/or use of interpreter/ advocate when language between the child/ young person and family/carer differs
- Adaptation of communication with children and/or young people and parents/carers when necessary to help them discuss and reflect on their experiences.
- Identification of inequalities in access to services; challenge facilitation, such as home visiting, flexible working, links to community resources
- Identifying client groups whose needs are not being met by current services, the reasons why and potential solutions.

### The experience of specific beliefs, practices and lifestyles

- Working collaboratively with the child/young person and their family/carer in a sensitive way to understand their culture and world view
- The implications of culturally specific customs and expectations
- Whether the client's experience has shaped the presenting problems, and working with the child/young person and their family/ carer to identify how they locate themselves if they 'straddle' cultures
- Relationships and representations of self, individuality and personal/collective responsibility for the child/young person and their family/carer in their culture and how these might impact on delivery of an intervention.

### Practitioner's awareness

- Ways in which the practitioner's background and own group membership, values and beliefs might influence their perceptions of the client, the client's problem and the therapeutic relationship
- Reflection on power differences between themselves and the child/young person and their parents/carers
- Empowerment of the child/young person and their families/carers through engagement

### Assessment measures and interventions

- Ways in which standardised assessments/ measures are used and interpreted to take account of the demographic membership of the child/young person
- Making appropriate adjustments to interventions in order to maximise potential benefit to the client if evidence exists that accessibility and effectiveness of the intervention may be impaired because of beliefs and lifestyle
- Adapting treatments if evidence exists that a clinical problem is influenced by membership of a particular community or that clients from a specific community respond poorly to certain evidenced- based approaches.

### Ethical and professional practice (see Subject area 9)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 21, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Core competences for work with children and young people 8:** *Ability to work in a 'culturally competent' manner* (all)

## Subject area 22: Mental health, pharmacology and children and/or young people

### Aims

The aim of this subject area is to build on the counselling practitioner's working knowledge of mental health difficulties and their presentations in children and/or young people. The subject area also aims to develop awareness of the risks and benefits of pharmacology within the interaction between the child/young person's mental health and their environment.

**NB:** Some of the contents included here is introduced to students in Subject area 7: *Mental health and children/young people* in the *Introduction to counselling children and/or young people*. The purpose of revisiting these elements here is so that the participant is helped to develop and apply their knowledge of mental health problems in young people to their practice within a placement setting.

### Learning outcomes

Upon successful completion of Subject area 22, participants will be able to:

- Demonstrate the ability to draw on knowledge of mental health problems and their presentations in children and/or young people within their practice with younger clients
- Demonstrate the ability to draw on knowledge of pharmacology within their practice with younger clients
- Demonstrate the ability to apply knowledge of the ways in which a child/young person's environment interacts with their mental health problems and vice versa
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of, and responses to, working with mental health issues with children and/or young people

- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Knowledge and understanding of mental health problems in children and/or young people

- Factors such as good physical health, high self-esteem, secure attachments and higher levels of social support promote wellbeing and emotional resilience
- Ways in which the range of mental health and neuro-developmental conditions emerge and present in children, young people and adults
- Influence of normal child development and developmental psychopathology on the ways in which mental health difficulties present (e.g. younger individuals may somatise or act out, rather than verbalise their emotional difficulties)
- Social, psychological, family and biological factors associated with the development and maintenance of mental health problems and the problems which commonly occur with the mental health presentation
- Ways in which mental health problems can impact on family functioning, maintaining intimate family and social relationships, and/or the capacity to maintain employment and study
- Diagnostic criteria for child and adolescent mental health conditions specified in the main classifications systems (Diagnostic and Statistical Manual [DSM V] and the International Classification of Diseases [ICD 10])
- Incidence and prevalence of mental health presentations across different cultures, ethnicities and social classes.

**Knowledge of pharmacology in work with children and young people**

- Medications commonly prescribed in children and young people's psychopharmacology, and the conditions for which they are used
- Role of medication in the treatment of children and young people with mental health problems, the risks and benefits of the medication and how to discuss this with health professionals and families
- Evidence for the benefits of medication alone and medication offered in combination with psychological interventions
- National guidance, such as the National Institute for Health and Care Excellence (NICE) and/or the Scottish Intercollegiate Guidelines Network (SIGN) guidelines, regarding the role of medication for children and young people with mental health problems.

**Ethical and professional practice (see Subject area 9)****Self-awareness in relation to the content of this subject area**

For a more detailed breakdown of the competences related to Subject area 22, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:

**Core competences for work with children and young people 2:** *Knowledge and understanding of mental health problems in children, young people and adults (all)*

**Core competences for work with children and young people 11:** *Knowledge of psychopharmacology in work with children and young people (all)*

## Subject area 23: Engagement with children, young people, parents and carers

### Aims

The aim of this subject area is for the counselling practitioner to gain an awareness of the importance of being able to engage with a child and/or young person and where appropriate, with their parents and/or carers before an appointment through dialogue and information. In addition, this subject area aims to enable the counselling practitioner to understand the importance of engaging the child/young person, parents and carers through age and developmentally appropriate language.

### Learning outcomes

Upon successful completion of Subject area 23, participants will be able to:

- Demonstrate the ability to engage family members, and work in partnership with them and the child/young person
- Demonstrate competence in communicating with children and/or young people and other family members
- Demonstrate competence in developing a positive alliance
- Demonstrate the ability to respond to humour and play
- Demonstrate the ability to promote understanding about the service and interventions on offer and engage service users in participation
- Demonstrate the ability to manage challenges to engagement

- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of, and responses to, engaging with children and/or young people and their parents/carers
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Family member engagement

- Ways to engage all present parties by showing empathy and respect and provide everyone with the opportunity to communicate, participate and be listened to
- Showing interest in all communications, including behaviour, drawings and play when appropriate
- Paying attention to the perspectives of each individual on the functioning of the family
- Working with parents/carers during the process to make changes to support the child/young person
- Working with parents/carers to prepare for the ending and support them to develop ways they can continue to help the child/young person after therapy ends.

#### Communication

- Tailoring language, session pace and content appropriately
- Recognising if and when an interpreter is necessary for clients whose first language differs from those with whom they are working
- Working with an interpreter and what this entails for the practitioner
- Checking the clients understanding and inviting and responding to questions.

**Positive alliance**

- Therapeutic factors that help develop a positive alliance.

**Humour**

- Using humour at a developmentally appropriate level
- The benefits and risks of using humour
- Using humour in a way that is congruent with intent.

**Promoting understanding of the service and intervention**

- Exploring the client's expectations and concerns about the service
- Generating hope for positive change
- Making sure clients understand how the service works, how it manages confidentiality and the ways in which information is communicated to others.

**Working in partnership with children and/or young people and other family members**

- Ways to work collaboratively in order to empower the child/young person and family members (e.g. not using jargon, helping them to identify their goals, collaboratively problem solving, etc.)
- Reinforcing and validating insights offered.

**Challenges to engagement**

- Identifying threats to engagement (e.g. strong emotions within sessions, practical issues outside sessions, social stigma/discriminative issues)
- Exploring previous history with psychological services/counselling
- Using supervision to explore ways in which own behaviours might impact on engagement with the client.

**Client engagement in routine service user participation**

- Collaborating in decisions about service user's care
- Involving client in the evaluation of interventions and/or service
- Involving client in the planning of service developments, where appropriate

**Ethical and professional practice (see Subject area 9)****Self-awareness in relation to the content of this subject area**

For a more detailed breakdown of the competences related to Subject area 23, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:

**Core competences for work with children and young people 9:** *Ability to engage and work with children, young people, parents and carers (all)*

## Subject area 24: Working within and across agencies

### Aims

Drawing on knowledge gained in *Child protection and safeguarding* (1 and 2), this subject area aims to ensure that counselling practitioners are able to work effectively within and across agencies, particularly with regard to responding to safeguarding issues and confidentiality and consent.

### Learning outcomes

Upon successful completion of Subject area 24, participants will be able to:

- Explain the rationale for inter-agency working, the responsibilities of other professionals and agencies
- Demonstrate a working knowledge of inter-agency procedures, local policies and relevant legislation
- Demonstrate the ability to communicate with other agencies and professionals, including coordinating work and information sharing
- Recognise, critically appraise and manage appropriately, the challenges of inter-agency working
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of, and responses to, inter-agency working
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Inter-agency working

- The indicators that make inter-agency working beneficial to the child/young person
- The benefits of early collaboration with other agencies whose involvement is important or critical to the welfare of the child/young person and their family/carers
- The range of agencies and community resources, and their roles, culture and responsibilities
- Where own, service and other agency areas of responsibility lie in relation to assessment, planning, intervention and review
- Local policies on confidentiality and information sharing, both within own organisation and between different agencies
- National and local child protection standards, policies and procedures, including those of assessment, risk management and failure to attend appointments.

#### Inter-agency procedures

- Procedures for raising concerns when a young person is at risk and/or not achieving their educational and/or emotional potential
- Procedures for making referrals and/or sharing concerns with other services and professionals, including with the Designated Child Protection Officer/Lead
- Common holistic assessment procedures for the child/young person, such as the Integrated Assessment Framework (IAF)
- Common recording procedures across agencies, such as shared IT systems and databases.

**Information sharing, communication and coordinating work**

- Information sharing on a case-by-case basis, including risks of sharing, and of not sharing information
- Information sharing which is necessary, proportionate, relevant, timely and secure
- Issues of confidentiality and consent when inter-agency working
- Communication within and across agencies
- Potential barriers to effective communication within and across agencies
- Coordinating work with other agencies
- Challenges to inter-agency working.

**Ethical and professional practice (see Subject area 9)****Self-awareness in relation to the content of this subject area**

For a more detailed breakdown of the competences related to Subject area 24, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:

**Core competences for work with children and young people 6:** *Ability to work within and across agencies* (all)

## Subject area 25: Working in a school setting

### Aims

The aim of this subject area is to offer participants an in-depth understanding of effective partnership working within a school system in order to provide a non-stigmatising and accessible form of early intervention for psychological difficulties.

**NB:** Some of the content included in this subject area is introduced to students in Subject area 8: *Working within the context of the counselling setting in the Introduction to counselling children and/or young people*. The inclusion of these elements here is so that students can consolidate and build on their learning and apply it in practice within a school context. In addition, the assessment strategy for Subject area 25 may be adapted for those students who are unable to undertake a placement in a school setting. In such circumstances, students will be expected to demonstrate in full all of the requirements in Subject area 26: *Working in a voluntary/community sector setting*

### Learning outcomes

Upon successful completion of Subject area 25, participants will be able to:

- Demonstrate an in-depth understanding of school systems to ensure effective partnership working
- Demonstrate the ability to effectively communicate across the school context
- Demonstrate the ability to work collaboratively across the school context
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of, and responses to, working in a school setting
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Partnership working

- The impact of the ethos, culture and core business of a school on a counselling service
- Governing and organisational structures of schools and roles and responsibilities of teaching and support staff
- Assessment systems used by schools
- Ways that children and young people are grouped in terms of tutor and year groups
- Critical transition periods during children and young people's school careers
- Frameworks for external inspection and the impact on the school community
- School policies and procedures
- The impact of the school context on the counselling service e.g.:
  - access and referral
  - management of client confidentiality
  - scheduling appointments
  - location of counselling service and the privacy this allows
- Benefits/pitfalls of teachers having awareness of a child/young person's attendance at counselling
- Promotion of the school counselling service and how this may affect children and young people's perception and understanding of counselling, and their autonomy over it
- Ways in which the counselling service may impact on the school system
- Responsibilities for good communication with school managers, particularly where issues of risk and safeguarding arise

- National, local authority and school policies, procedures and initiatives relevant to school-based counselling
- Contributing to meetings and writing reports.

### Communication across the school context

- Effective communication, verbally and in writing, with different stakeholder groups to:
  - clarify the role of school-based counselling services
  - publicise the service
  - describing the potential benefits of counselling
  - explaining how the service operates, how to access it and what the codes of practice are that apply to counselling
- Managing the tension between the need to share information and the need for client confidentiality, drawing on relevant knowledge of consent
- Communicating general trends in behaviour causing concern to school management
- Managing and negotiating out-of-session contact with clients around the school site, balancing the need for client privacy with a visible presence within the school.

### Working collaboratively across the school context

- Working collaboratively with school management to establish the role and purpose of counselling and its codes of practice
- Establishing a link teacher with the counselling service and liaising regularly with them
- Managing an appointment system that has due regard to the demands of the school curriculum and managing missed appointments

- Negotiating service delivery in an appropriate setting within the school and accessibility of the service outside school hours and to those not attending school but on the school roll
- Evaluating a school counselling service and providing reports on service usage
- Developing procedures for managing missed appointments.

### Ethical and professional practice (see Subject area 9)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 25, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Working in an organisational context 1:** *Ability to work within a school context (all)*

## Subject area 26: Working in a voluntary/ community sector setting

### Aims

The aim of this subject area is to provide counselling practitioners with the knowledge and skills required to work effectively within a voluntary and community ('third') sector counselling setting.

**NB:** Some of the content included in this subject area is introduced to students in Subject area 8: *Working within the context of the counselling setting in the Introduction to counselling children and/or young people*. The inclusion of these elements here is so that students can consolidate and build on their learning so that they can apply it in practice within the voluntary and community sector. In addition, the assessment strategy for Subject area 26 may be adapted for those students who are unable to undertake a placement in a voluntary or community sector setting. In such circumstances, students will be expected to demonstrate in full all of the requirements in Subject area 25: *Working in a school setting*.

### Learning outcomes

Upon successful completion of Subject area 26, participants will be able to:

- Demonstrate an understanding of organisational structure, operational context and scope of work
- Demonstrate the ability to implement organisational policies and procedures
- Demonstrate the capacity to work collaboratively with colleagues within the organisation
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own experience of, and responses to, working within in a voluntary/community sector setting

- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### The organisational structure, operational context and scope of work

- Organisational governance, organisational and management structures
- Organisational principles, mission and purpose, principal funders, and strategic business plans
- Legal and financial responsibilities of trustees
- Organisation operational context, including referral routes into the service, cross- referral protocols with other agencies etc.
- Limits to the counselling relationship or scope of the work in relation to operational context
- Alternative, appropriate services and interventions that may be relevant to the child/young person's identified needs.

#### Implementation of policies and procedures

- Staff policies
- Policies governing the delivery of the counselling service e.g. confidentiality, personal data management, child protection and safeguarding
- Policies for monitoring, reviewing and evaluating services
- Completing statistical and other records as part of an organisations audit and governance structure
- Collecting and responding to service user feedback
- Line management and clinical supervision.

**Collaborative working**

- Roles, responsibilities and expertise of other staff members
- Contributing to meetings, training events and professional development.

**Ethical and professional practice (see Subject area 9)****Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 26, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Working in an organisational context 3:** *Ability to work within a voluntary and community ('third') sector context (all)*

## Subject area 27: Holding the overall perspective

### Aims

This subject area pulls together all of the content covered within the course with the aim of highlighting the importance of holding an overall perspective whilst concentrating on working with the finer details of the child/young person's situation and experience. The intention here is to enable the counselling practitioner to hold on to the wider context of their work and develop their competence in working relationally with children and/or young people.

### Learning outcomes

Upon successful completion of Subject area 27, participants will be able to:

- Demonstrate the ability to work with the whole person
- Demonstrate the capacity to balance therapeutic tasks
- Demonstrate competence in working with complex relational issues
- Demonstrate the ability to work within the organisational context
- Demonstrate self-awareness and the ability to reflect upon and critically evaluate the integration of own experience into the therapeutic relationship, and any impact on the client
- Demonstrate ethical and professional competence in relation to the content of this subject area.

### Content

#### Working with the whole person

- Maintaining an holistic perspective when working with clients
- Considering the client's cultural and social context in order to empathise with their frame of reference
- Considering developmental issues when appraising a client's capacity to tolerate emotion.

#### Balancing therapeutic tasks

- Balancing an understanding of the client's individual experiences and characteristics with knowledge of normative development
- Balancing the use of standardised therapeutic methods with practices that are tailored to the client's individual preferences and needs
- Balancing tensions between the therapeutic relationship and achievement of therapeutic tasks
- Balancing client autonomy with the need to attend to issues of client safety and risk
- Holding responsibility for the therapeutic frame whilst sharing power appropriately with the client
- Adopting an accepting and non-judgmental attitude toward the client whilst acknowledging own feelings and reactions to the client
- Maintaining a balance between supporting the client's experience, and challenging, and not condoning, problematic behaviours
- Attending to both the content and process in the therapeutic relationship
- Balancing the client's emotional arousal with the need for understanding and meaning in the therapeutic relationship

- Judging the appropriateness of using creative methods and resources to encourage active emotional expression
- Maintaining a client-centred relational stance when implementing therapeutic interventions
- Balancing hope for positive outcomes with realistic appraisal
- Monitoring the client's emotional needs and capacities when engaging in therapeutic tasks.

### **Integrating the counsellor's experience into the therapeutic relationship**

- Reflecting on the ways in which client and counsellor communicate with each other
- Using 'metacommunication' to help the client understand relational difficulties and misunderstandings and explaining the intention of the counsellor's communication
- Exploring the impact of the counsellor's communication on the client
- Recognising own contribution to the construction of meaning in the therapeutic relationship.

### **Working with complex relational issues**

- Maintaining a sense of own separate reality and experience while maintaining awareness of the ways in which clients may draw the counsellor into particular patterns of relating
- Relating to the client in the 'real' relationship, constructed through the meeting of two individuals
- Relating to the client in the therapeutic alliance where the counsellor and client work collaboratively
- Using the 'transference' relationship to help the child/young person understand how they relate to others.

### **Working in the organisational context**

- Balancing the interests of different parties within the organisational context when making professional judgments about therapeutic work, whilst keeping the interests of the client central.

### **Ethical and professional practice (see Subject area 9)**

### **Self-awareness in relation to the content of this subject area (see relevant areas within the contents listed above)**

For a more detailed breakdown of the competences related to Subject area 27, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:

**Metacompetences for humanistic counselling with children and young people** (all)

## Subject area 28: Supervision

### Aims

It is a requirement for course participants to engage in regular supervision to support their developing practice with children and/or young people. The aim of this subject area is to offer greater awareness about the purpose of supervision (i.e. to protect the client, support the counselling practitioner and facilitate their professional development), and to develop the counselling practitioner's use of supervision.

**NB:** The requirements for supervisors can be found on pages 30–31.

### Learning outcomes

Upon successful completion of Subject area 28 participants will, for the benefit of their clients, themselves and their own professional development, be able to:

- Demonstrate the ability to work collaboratively with the supervisor
- Demonstrate the capacity to use supervision for in-depth, critical self-appraisal and self-reflection
- Demonstrate the ability to engage constructively in active learning during supervision sessions
- Demonstrate the capacity to reflect on the quality of supervision
- Demonstrate the ability to use supervision for both personal and professional development
- Demonstrate the ability to reflect upon and critically appraise own practice and personal and professional development in supervision
- Demonstrate self-awareness and the ability to reflect upon and critically appraise own contribution to the supervision relationship and process.

- Demonstrate the ability to use supervision for developing ethical and professional awareness and competence.

### Content

#### Working collaboratively with supervisor

- Working with the supervisor to generate an explicit agreement about the parameters of supervision and communicating current state of competence and training needs
- Being honest and open about the therapeutic work being undertaken in an active and engaging way
- Presenting material in supervision in a focused and relevant manner

#### Self-appraisal and reflection

- Reflecting on the supervisor's feedback and applying new learning/awareness in future client work and evaluating the impact and effectiveness of this
- Being open and realistic about own capabilities and self-appraising competence in supervision
- Using the supervisor's feedback to further develop self-appraisal and reflection
- Using supervision to expand self-awareness in relation to own responses to clients, their material and perceptions.

#### Active learning

- Working with the supervisor regarding relevant reading and understand what impact this has on the counselling work
- Initiating activity in relevant learning areas and sharing with the supervisor the purpose of these and their impact on the counselling work.

**Developing personal and professional roles**

- Using supervision to discuss the personal impact of the work
- Using supervision to discuss professional development in relation to the counselling work.

**Reflecting on the quality of supervision**

- Reflecting on the quality of supervision (in accordance with national and professional guidelines)
- Seeking advice from others if necessary and/or appropriate to do so.

**Using supervision to develop ethical and professional practice (see Subject area 9)****Self-awareness:**

- Using supervision to develop self-awareness
- Self-awareness in relation to own contribution to the supervisory relationship and the supervision process.

For a more detailed breakdown of the competences related to Subject area 28, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:

**Generic therapeutic competences 7:** *Ability to make use of supervision (all)*

# Stage 3:

Additional subject areas for advanced and top-up awards or post-qualifying CPD



## Introduction

The five subject areas within this section of the curriculum are optional for the formal award, and the rationale for inclusion in a training course may depend on the level of the award and/or the placement contexts within which students are practising. Training providers may wish to include some or all of these subject areas if the award being delivered is an advanced award or if a top-up award to the formal award is being offered. Alternatively, these subject areas can be delivered as part of additional CPD training workshops for qualified children and young people's counsellors, to support them in their ongoing professional development beyond the formal award. Due to the flexibility in the delivery of the Stage 3 Subject areas, the use of the term 'Objectives' has replaced that of 'Learning outcomes' which has been used throughout the rest of this training curriculum. Courses that wish to deliver these subject areas as part of an advanced award or top-up award, will need to adapt the objectives so that they meet the assessment requirements of their training institution and/or awarding body. Courses are encouraged to provide opportunities for experiential participation when delivering each subject area e.g. role play, skills practice, discussion groups, case studies etc.

The additional subject areas for Stage 3 are:

Subject area number	Subject area title
29	Working with groups
30	Alternative models of intervention
31	Emotional health promotion in schools
32	Using self-help materials
33	Applied relaxation

## Subject area 29: Working with groups

### Aims

The aim of this subject area is for counselling practitioners to develop their competence in planning and delivering groups, and also their understanding of the theory/model underpinning the group intervention.

### Objectives

Upon completion of Subject area 29, participants will have:

- Acquired a working knowledge of the theory/model underpinning the group intervention
- Gained the knowledge required to plan and recruit a group
- Gained an understanding of how to manage group processes
- Reflected upon and critically evaluated their own responses to, and their potential impact on, the process of a group
- Explored and practised the skills required for working effectively with groups
- Gained an understanding of the ethical and professional issues relevant to working with groups.

### Content

#### Knowledge

- Characteristics of the target group population e.g. age/developmental stage, presenting problems etc.
- Theory or model underpinning the group intervention.

### Planning and recruiting to a group

- Estimating viability of the group by identifying criteria of group, such as age, presenting difficulties, etc.
- Ensuring managerial/team support for a group, securing accommodation, resources etc.
- Planning the basic structure and content of a group
- Inclusion and exclusion criteria
- Collaboratively exploring with children and/or young people the group needs
- Exploring and addressing barriers to group participation
- Negotiating individual needs of group members.

### Model of group intervention

- Implementing components of group intervention, such as: group structure, specific intervention techniques and management and change within the group
- Using manualised activities appropriately (i.e. in a fluent and timely manner).

### Managing group process

- Establishing and safeguarding 'ground rules'
- Tailoring processes to the developmental age of the group
- Encouraging whole group participation and engagement
- Monitoring and attending to member's emotional needs
- Creating a sharing environment
- Matching content and pace to the needs of the group

- Building positive rapport with and between individual group members
- Recognising and managing tensions and impact on group dynamics
- Being true to the model of intervention
- Encouraging regular attendance
- Planning for, and reflecting on, challenges to attendance
- Managing group members who pose specific challenges to the group dynamics and to individuals within the group
- Preparing for, and managing the ending of the group
- Evaluating the group
- Reviewing the themes covered in the group and progress made by the group
- Using tools and strategies for evaluating the group.

**Ethical and professional practice (see Subject area 9)**

**Self-awareness through reflection of own responses to, and impact on, the group process in supervision and with other group leaders**

**For a more detailed breakdown of the competences related to Subject area 29, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Generic therapeutic competences 5:** *Ability to work with groups of children, young people and/or parents/carers (all)*

## Subject area 30: Alternative models of intervention

### Aims

The aim of this subject area is to enable the counselling practitioner to develop and apply knowledge of alternative therapeutic models of intervention in order to enhance their responsiveness to their clients' needs.

**NB:** The delivery of this subject area is flexible and therefore could focus on one or more, specific model of intervention, which can be effectively integrated into the counselling practitioners existing way of working e.g. humanistic and psychodynamic approaches, CBT methods/techniques, solution-focused approaches, play and art therapy methods, systemic, narrative therapy or integrative therapeutic approaches.

### Objectives

Upon completion of Subject area 30, participants will have:

- Acquired knowledge and understanding of the theory and principles underpinning the therapeutic model(s) of intervention
- Gained a working knowledge of how to apply the therapeutic model(s) of intervention (or effectively integrate aspects of it within their current way of working)
- Gained an understanding of how to adapt interventions and techniques so that they are developmentally appropriate and responsive to the client's needs
- Explored and practised the skills needed when applying the model of intervention
- Gained self-awareness in relation to the content of this subject area
- Gained an understanding of the ethical and professional issues pertinent to applying the therapeutic model of intervention (and/or of integrating it into current way of working).

### Content

- Theory and principles underpinning the therapeutic model(s) of intervention
- Application of the therapeutic model(s) of intervention
- Integrating aspects of the therapeutic model(s) of intervention within existing way of working
- Evidence base related to the therapeutic model(s) of intervention
- The factors common across all therapeutic models, such as supportive factors, learning factors and action factors
- Application of the specific techniques which characterise the model(s) and the principles underpinning these
- Adapting interventions and techniques so that they are developmentally and age appropriate
- Adapting interventions and techniques so that the counselling approach meets the individual needs of the client.

### Ethical and professional practice (see Subject area 9)

### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 30, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Generic therapeutic competences 1:** *Knowledge of models of intervention, and their employment in practice* (all)

## Subject area 31: Emotional health promotion in schools

### Aims

The aim of this subject area is to enable the counselling practitioner to develop a framework for the effective planning and delivery of emotional health promotion programmes in schools.

### Objectives

Upon completion of Subject area 31, participants will have:

- Acquired a working knowledge of how to develop a framework for emotional health promotion in schools
- Explored how to establish and explain the context and rationale for emotional health promotion
- Gained an understanding of how to provide accurate information relevant to the intervention and know about the appropriateness of different programmes in varying contexts
- Acquired the knowledge and understanding needed to effectively deliver a prevention programme (either self-delivery or through advice to others who will deliver the programme), and how to monitor its effectiveness
- Gained self-awareness in relation to the content of this subject area
- Gained an understanding of the ethical and professional issues pertinent to delivering emotional health promotion in schools.

### Content

#### Developing a framework for emotional health promotion in schools

- Key organisational issues for effective delivery of emotional health promotion programmes in schools
- Evidenced-based health promotion programmes
- Specific programmes that are developmentally, age and ability appropriate
- Benefits and limitations of differing methods of delivery.

#### Establishing a context and rationale for emotional health promotion

- Expected improvements and benefits
- Rationale for the underlying theoretical model of the programme and how the areas of learning and skills taught relate to this
- Role of the programme leader (i.e. facilitator rather than therapist)
- Evidence base for specific promotion programmes, including content and length
- Offering advice to those delivering the programme as to the purpose of specific activities and age groups, and the way these relate to the underlying theoretical model and aims of the programme.

#### Appropriateness of different programmes

- Appropriateness of the model of emotional health promotion delivery
- Considering the aims that the school wants to achieve, available time within the school timetable, training and availability for programme leaders and resources, and appropriate supervision and support

- Identifying children and/or young people within the school who are experiencing significant psychological problems and who may require additional therapeutic interventions
- Referral to other services where indicated and appropriate.

### **Effective delivery and monitoring of prevention programmes**

- Core tasks and activities for each session
- Ways to best adapt and deliver tasks and activities to individual groups
- Challenges to delivery of programmes
- The use of pre-and post-measures
- Suitable age-appropriate measures
- Interpreting the outcomes of effectiveness assessments
- Providing written and verbal feedback regarding the effectiveness of the programme to relevant school members.

### **Ethical and professional practice (see Subject area 9)**

### **Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 31, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*::**

**Working in an organisational context 2:** *Ability to promote emotional health in schools* (all)

## Subject area 32: Using self-help materials

### Aims

The aim of this subject area is to provide an opportunity for counselling practitioners to learn about how self-help materials that may be helpful to children and/or young people, can be utilised within therapeutic practice in an informed and collaborative way.

### Objectives

Upon completion of Subject area 32, participants will have:

- Gained an understanding of how to establish a framework for using self-help materials
- Gained an understanding of how to establish a context and rationale for the self-help model
- Acquired knowledge of how to critically appraise and explain the relevance and appropriateness of different types of self-help interventions
- Explored and practised the skills needed to use self-help materials effectively
- Gained self-awareness in relation to the content of this subject area
- Gained an understanding of the ethical and professional issues pertinent to using self-help materials in their practice.

### Content

#### Establishing a framework for using self-help materials

- Identifying when it is appropriate for self-help materials to be used as a stand-alone intervention
- Identifying when it is appropriate for self-help materials to be used as a form of guided self-help, with support from the practitioner
- Identifying when it is appropriate to integrate guided self-help into an ongoing counselling relationship
- Matching appropriate self-help materials to the child/young person's cognitive and affective development
- Distinguishing between the roles of the facilitator of any self-help materials and that of the counsellor, if these differ.

#### Context and rationale for the self-help model

- Helping the child/young person, their family/carers to understand the purpose of the self-help intervention and identifying specific goals with them
- Providing a realistic and encouraging rationale for the guided self-help and establishing a context for the intervention
- Conveying the client-led, collaborative nature of the self-help intervention along with the timings and nature of scheduled contact
- Discussing the sort of problems the self-help intervention is focusing upon and the likely benefits of it based on available evidence
- Agreeing on the suitability of the self-help intervention for the child/young person and their family/carers and negotiating next steps in any contact arrangements

- Identifying when self-help materials are insufficient if a child/young person's difficulties lie outside the scope of the intervention, and onward referral where appropriate.

**Ethical and professional practice (see Subject area 9)**

**Self-awareness in relation to the content of this subject area**

**For a more detailed breakdown of the competences related to Subject area 32, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Ability to use additional therapeutic interventions 1:**  
*Ability to use self-help materials for a range of problems (all)*

## Subject area 33: Applied relaxation

### Aims

The aim of this subject area is to provide an opportunity for counselling practitioners to gain knowledge about how applied relaxation may be helpful to children and young people, and of how it can be integrated into therapeutic practice in an informed and collaborative way.

### Objectives

Upon completion of Subject area 33, participants will have:

- Acquired the knowledge needed to be able to explain a rationale for the use of relaxation techniques to a child/young person
- Explored and practised using applied relaxation as a therapeutic intervention
- Gained an understanding of how to help children and/or young people increase their awareness of early signs of anxiety reactions
- Gained knowledge and understanding of how to teach children and/or young people progressive relaxation techniques so that they can apply these in anxiety-provoking situations
- Gained self-awareness in relation to the content of this subject area
- Gained an understanding of the ethical and professional issues pertinent to using applied relaxation in their practice.

### Content

#### Applied relaxation

- Rationale for the use of applied relaxation
- Helping the child/young person to increase their awareness of early signs of anxiety reactions
- Teaching the child/young person progressive relaxation techniques
- Helping the child/young person to apply relaxation techniques in anxiety-provoking situations
- Helping the child/young person to maintain and apply their relaxation skills.

#### Ethical and professional practice (see Subject area 9)

#### Self-awareness in relation to the content of this subject area

**For a more detailed breakdown of the competences related to Subject area 33, please refer to the following sections of the *BACP Competences for humanistic counselling with children and young people (4–18 years)*:**

**Ability to use additional therapeutic interventions 2:**  
*Ability to use applied relaxation (all)*

# Reading list and resources



## Essential reading

Aldgate, J., Jones, D., Rose, W. and Jeffery, C. eds. (2005) *The Developing World of the Child*. London: Jessica Kingsley

Behr, M. and Cornelius-White, J.H.D. (2008) *Facilitating Young People's Development: International perspectives on person-centred theory and practice*. Ross-on-Wye: PCCS Books

British Association for Counselling and Psychotherapy (2018) *Ethical Framework for the Counselling Professions*. Lutterworth: BACP

Daniels, D. and Jenkins, P. (2010) *Therapy with Children: Children's Rights, Confidentiality and the Law*. 2nd ed. London: Sage

Dogra, N., Parkin, A., Gale, F. and Frake, C. (2009) *A Multidisciplinary Handbook of Child and Adolescent Mental Health for Front Line Professionals*. 2nd ed. London: Jessica Kingsley

Geldard, K., Geldard, D. and Yin Foo, R. (2015) *Counselling Adolescents: The Proactive Approach for Young People*. 4th ed. London: Sage

Geldard, K., Geldard, D. and Yin Foo, R. (2013) *Counselling Children: A Practical Introduction* 4th ed. London: Sage

Keys, S. and Walshaw, T., eds. (2008) *Person-Centred Work with Children and Young People: UK practitioner perspectives*. Herefordshire: PCCS Books

Kirkbride, R. (2017) *Counselling Young People: A Practitioner Manual*. London: Sage

Lines, D. (2011) *Brief Counselling in Schools: Working with Young People from 11 to 18*. 3rd ed. London: Sage

McLaughlin, C. and Holliday, C. (2014) *Therapy with Children and Young People Integrative Counselling in Schools and Other settings*. London: Sage

Midgley, M., Hayes, J. and Cooper, M. (2017) *Essential Research Findings in Child and Adolescent Counselling and Psychotherapy*. London: Sage

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## Appendix A: Suggested post-Stage 1 student feedback questionnaire

### Part one

1. Did your pre-course learning goals change during the course?

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2. To what extent have you achieved your learning goals?

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3. How did the course help you achieve them?

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4. What else might the course have included which would have added to your achievement?

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5. How did you find the academic support throughout the course?

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6. How did you find the emotional support throughout the course?

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### Part two

7. Do you think the course covered its aims?

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8. Which parts of the course did you find most useful? (Please give reasons)

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9. Which parts of the course did you find least useful? (Please give reasons)

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10. How satisfactory were the training methods/exercises used?

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11. If you could make one change to the course what would it be?

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12. Please add any further comments about the course.

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13. Overall satisfaction with the course (Please circle one number)

Not satisfied at all

Very satisfied

1      2      3      4      5      6

## Appendix B: Suggested post-Stage 2 student feedback questionnaire

### Part one

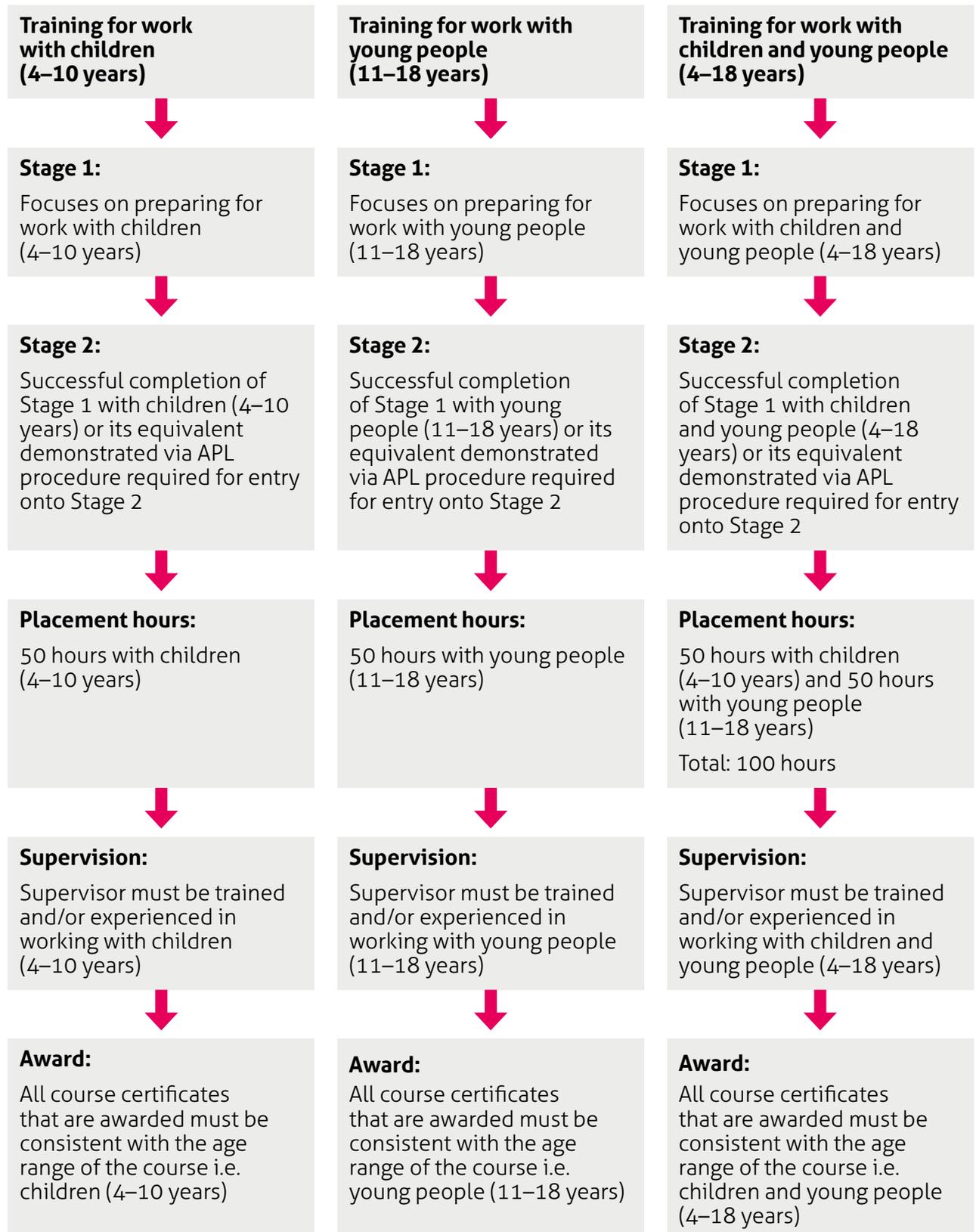
1. Did your pre-course learning goals change during the course?  
\_\_\_\_\_  
\_\_\_\_\_
2. To what extent have you achieved your learning goals?  
\_\_\_\_\_  
\_\_\_\_\_
3. How did the course help you achieve them?  
\_\_\_\_\_  
\_\_\_\_\_
4. What else might the course have included which would have added to your achievement?  
\_\_\_\_\_  
\_\_\_\_\_
5. How did you find the academic support throughout the course?  
\_\_\_\_\_  
\_\_\_\_\_
6. How did you find the emotional support throughout the course?  
\_\_\_\_\_  
\_\_\_\_\_
7. Please comment on your placement, including issues such as ease of finding a placement, course support in finding a placement, and support from the placement itself.  
\_\_\_\_\_  
\_\_\_\_\_

### Part two

8. Do you think the course covered its aims?  
\_\_\_\_\_  
\_\_\_\_\_
9. Which parts of the course did you find most useful? (Please give reasons)  
\_\_\_\_\_  
\_\_\_\_\_
10. Which parts of the course did you find least useful? (Please give reasons)  
\_\_\_\_\_  
\_\_\_\_\_
11. How satisfactory were the training methods/ exercises used?  
\_\_\_\_\_  
\_\_\_\_\_
12. If you could make one change to the course what would it be?  
\_\_\_\_\_  
\_\_\_\_\_
13. Please add any further comments about the course.  
\_\_\_\_\_  
\_\_\_\_\_
14. Overall satisfaction with the course (Please circle one number)

Not satisfied at all	Very satisfied
1      2      3      4      5      6	

## Appendix C: CYP training delivery options and requirements



## Appendix D: *Counselling children and young people (4–18 years) training curriculum pathway options and entry points*

