UniSC

COURSE OUTLINE

COU706 Counselling Children and Young People

School: School of Law and Society

2026 | Trimester 1

UniSC Sunshine Coast	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course provides knowledge, skills and experience in child and adolescent counselling. You will develop your practice framework for counselling children based on an integrative model that incorporates cognitive-behavioural, emotion-focused and creative arts-based approaches. You will develop experiential skills needed to engage children and adolescents in therapy, using the five-stage model. The course weaves the use of problem-solving strategies, cognitive and emotion-focused activities, art-making, music-based and language-based modes of self-reflection, and use of movement and games.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus workshop - 3 hours	3hrs	Week 1	11 times

1.3.   Course Topics

Introduction to Child-Friendly Counselling: Goals of counselling children and adolescents; Differences to working with adults; Multiple intelligences in child counselling; Use of appropriate media: art, music, movement.

Foundations for Success: Building Rapport and Somatic Awareness: Beginning counselling process with a young client; Child/Counsellor relationship and counsellor qualities; Helping the child tell their story; Introduction to the 5-Stage Session Model.

Visual Art in Counselling: Art-based strategies for enabling a child to tell their story; Processing emotion through art; Reflecting on family dynamics through art; Using art for integration.

Emotion: *The heart of change:* Helping the child tell their story; Emotional literacy; Emotional processing.

Child-Friendly Cognitive Behavioural Activities: Principals of CBT; Functional analysis; Surveying beliefs about self; Problem solving; Mindfulness vs rumination.

Supporting Adolescent Clients: Developmental stages; Dealing with resistance and transference; Working with adolescents through experiential engagement; Use of skills and strategies to deal with anger.

Music and Movement: Musical strategies for enabling a young client to reflect on their experiences; Use of music and movement; Music and emotional literacy.

Parent Liaison; The child-friendly therapy setting: Research on consulting rooms; Liaising with parents and carers; Integration activities; Future-focused visualisation; Termination of counselling.

2.   What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3.   What is the unit value of this course?

12 units

4.   How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Identify, analyse and apply the principles and practices of child and adolescent counselling.	Knowledgeable Empowered
2 Develop a practice framework for counselling children based on an integrative model for children and adolescents.	Knowledgeable Empowered
3 Develop and demonstrate skills in counselling children and adolescents (forming a therapeutic relationship, and supporting change).	Knowledgeable Empowered Ethical
4 Understand and apply ethical responsibilities and professional requirements underpinning counselling children and adolescents.	Knowledgeable Ethical Engaged

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
5 Demonstrate academic scholarship	Knowledgeable Empowered

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program AR708

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Individual	0%	10 minutes	Week 4	In Class
All	2	Written Piece	Group	40%	2250 words	Week 6	Online Submission
All	3	Plan	Individual	35%	2000 Words	Week 9	Online Submission
All	4	Journal	Individual	25%	1500 words	Week 12	Online Submission

All - Assessment Task 1: Review of Video Session

GOAL:	To apply theory presented in the course to critique a recorded counselling session with a child or adolescent.
PRODUCT:	Oral
FORMAT:	A brief oral critique of a recorded counselling session with a child or adult, accessed via the USC library. Reflection questions for critique will be supplied in class.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate early understanding of child counselling theory	① ④
	2	Provide evidence of reflective process in critique of recorded session	②
	3	Provide clear and concise feedback on reflections	⑤

GENERIC SKILLS:	Communication, Applying technologies, Information literacy

All - Assessment Task 2: Literature review of a child-friendly therapy modality

GOAL:	In pairs, you will review the research, outcome and descriptive literature on a modality for counselling children and / or adolescents providing a summary of implications for counsellors from the literature.
PRODUCT:	Written Piece
FORMAT:	Working in pairs - with another student from COU706 - you will review the literature on counselling children and / or adolescents. The literature review will include research outcomes, commentary on the significance of the types of research available, implications of the outcomes reported, and descriptions of the variety of applications.

CRITERIA:	No.		Learning Outcome assessed
	1	Content - Evidence of wide reading of up-to-date (within the last ten years) literature (minimum of 20 references. Analysis of the research, including research methods used and implications for practice from research outcomes.	② ④
	2	Originality - Ability to analyse, synthesise and apply research findings.	① ② ⑤
	3	Quality of academic writing - Clear and succinct introduction and conclusion, logical and coherent argument, correct grammar and spelling, accurate use of APA6 style and referencing.	⑤

GENERIC SKILLS:	Communication, Collaboration, Information literacy

All - Assessment Task 3: Application of a child or adolescent-friendly therapy approaches to a case study

GOAL:	You will develop a counselling session framework for working with a case study of a young client, noting therapeutic activities and potential outcomes.
PRODUCT:	Plan
FORMAT:	A 2000 (approx.) word written report on planning a counselling session for a child or adolescent, choosing from a range of case stories. The report will be completed within a pre-formatted session report framework, where stages of the session, possible therapeutic activities (from among those presented in the course) and rationales for their choice, and possible outcomes are noted.

CRITERIA:	No.		Learning Outcome assessed
	1	Content: Suitability of the therapeutic approaches and modalities described to the case story and developmental stage of the client. Choice of activities (from among those presented within the course).	① ② ③
	2	Argument: Relevant rationale(s) for the modalities and therapeutic actions selected.	① ④
	3	Originality: evidence of an integrative selection of therapeutic methods.	① ② ③
	4	Evidence of careful planning and understanding of the therapeutic stages in working with young clients.	① ③
	5	Clarity and expression: Quality of expression. Accuracy of grammar, punctuation, spelling, referencing and word limit.	⑤

GENERIC SKILLS:	Problem solving, Organisation, Applying technologies

All - Assessment Task 4: Reflective journal summary

GOAL:	You will reflect on the basic principles and practices of child and adolescent counselling.
PRODUCT:	Journal
FORMAT:	A written summary of your reflections on outcomes from participating in the experiential activities of the course. The essay will be presented in a diary style, using the first person, and needs to be reflective and analytical rather than descriptive of the activities.

CRITERIA:	No.		Learning Outcome assessed
	1	Evidence of regular reflection on the impact of participating in the modality experiences within the course.	② ④
	2	Ability to conceive ways young clients might respond – whether in a similar or different way to you.	① ②
	3	Ability to analyse outcomes and deduce implications for practice, based on personal learning.	① ②
	4	Knowledge of the basic principles and practices of child and adolescent counselling.	① ②

GENERIC SKILLS:	Communication, Problem solving, Applying technologies

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Mark Pearson,Helen Wilson	2009	Using Expressive Arts to Work with the Mind, Body and Emotions	n/a	Jessica Kingsley Publishers

8.2. Specific requirements

Bring A3 Art Pad and Crayons

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au