



Continuing Professional Development Programme

# POST-QUALIFYING DIPLOMA IN COUNSELLING CHILDREN AND YOUNG PEOPLE

**Prospectus**  
**October 2015 – April 2016**

**Network Counselling & Training Ltd**

**12 The Courtyard, Woodlands, Woodlands Lane  
Almondsbury, Bristol BS32 4NQ**

**Telephone: (0117) 950 7271**

**Email address: [info@network.org.uk](mailto:info@network.org.uk)**

**Website address: [www.network.org.uk](http://www.network.org.uk)**

## POST-QUALIFYING DIPLOMA

## IN COUNSELLING CHILDREN AND YOUNG PEOPLE

### Who is this course for?

This is a substantial post-qualifying course in counselling young people and children. It is run on a part-time basis and is delivered in weekend sessions (Saturday and Sunday), over seven months.

It is suitable for those either already working professionally with children and young people or for those wishing to develop their counselling practice to work with this client group.

This level 7 course will be delivered through a series of lectures, seminars, experiential workshops, group discussions and private study. It is split into three modules and assessment of each module will be via a 3,000 word essay. Successful completion of the course will offer a total of 84 hours of training and a Post-Qualifying Diploma in Counselling Children and Young People under the Awarding Body Consortium Quality Licence Scheme.

### Course dates

The sessions will be held on Saturdays and Sundays from 10am to 5pm on the following weekends:

**3 and 4 October 2015**

**31 October and 1 November 2015**

**5 and 6 December 2015**

**9 and 10 January 2016**

**6 and 7 February 2016**

**5 and 6 March 2016**

**9 and 10 April 2016**

## Venue

The course will be delivered at Network's training premises at 12 The Courtyard, Woodlands, Woodlands Lane, Almondsbury, Bristol BS32 4NQ. The premises are situated within Almondsbury Business Park close to the Almondsbury M4/M5 interchange and approximately one mile from Junction 16 of the M5 motorway. Bristol city centre is located approximately 7 miles to the south via the A38. Bristol Parkway station is located approximately 2 miles away, providing a regular service to London Paddington and the South West. At weekends, the venue has plenty of free parking. There is also a bike rack in the car park.

The venue itself is modern, light and airy, and is surrounded by mature trees and shrubs. The venue is on the first floor and is accessed by stairs, although there is also access via a chair lift. Inside the venue there is a spiral staircase leading to the main teaching area. If you have particular access needs, do please let us know so that we can seek ways to accommodate them. There is a small kitchen with a dishwasher, fridge and microwave. A short distance away is a café, a supermarket and a pub.

## Assessment

Each of the three modules will be assessed by a written essay of 3,000 words.

## Fees

The course fee is £1,275. On acceptance of a place, we ask you to pay a non-returnable deposit of £120. The balance of £1,155 can be paid towards the start of the course in one lump sum or in seven monthly instalments of £165.

The course fee will cover tuition costs and essay marking. Referred essays will carry a fee of £50 for each essay referred.

## Application and selection

Application forms can be downloaded from Network's website or, alternatively, can be mailed or emailed to you on request.

Due to the vulnerable nature of the client group to which this course relates, you are asked to disclose in your personal statement any conviction which would otherwise be deemed 'spent' under the Rehabilitation of Offenders Act 1974. To gain their qualification

students must submit a current Disclosure and Barring Service enhanced level certificate with a barred list check on or before completion of the course.

On receipt of your application you will be invited to a group interview day with Lynn Martin, the course tutor, on **Sunday 26 July 2015** from 10am to 4pm at Network's training venue. This will give you an opportunity to ask questions about the content of the course and the methods of teaching and assessment requirements.

Applicants should have completed a level 4 or 5 Diploma in Counselling (minimum of 450 hours of training) or be in their final year of a Diploma or equivalent. Students will only be awarded the Post-Qualifying Diploma in Counselling Children and Young People following completion of all the course requirements and upon production of a valid Diploma in Counselling.

**Ideally, students should be working with children and/or young people**, either in a counselling setting or other relevant setting. Previous experience will, however, be taken into account where students are not currently working with children or young people.

## Withdrawing from the course

Generally, acceptance by a student of a place on the course is a contractual commitment to pay the full course fee. Course staffing, venue arrangements and resources are planned around student numbers and so we regret **it is not possible to waive the course fee should a student withdraw once the course has begun.**

## Outline of course content and outcome

Throughout the course we will bear in mind the importance of attachment theory and the impact that poor attachment styles has on children in all areas of their lives. We will also consider the latest understanding of neuroscience and how we can use this knowledge in our work with young clients.

### Unit 1

**This unit** will provide a historical background of counselling services for young people in this country and how they have been affected by, for example, The Tyler report, The Thompson Report, The Mental Health Foundation report, 'Bright Futures' and WHO (World Health Organisation). It will also look at children's place in our society and how it impacts on their lives, as well as issues for counselling young people such as confidentiality,

accessibility, choice, the child-counsellor relationship, the Children Act and equal opportunities.

**Outcome:** It will enable students to develop a philosophical base for their counselling practice with young people.

**Content** will include:

- The growth of youth culture in the post war years.
- Family network systems and the child's place within them.
- Influences on the lives of young people in our society today.
- Tyler's research report No.1 1978.
- The Thompson report 1982.
- The World Health Organisation report 1978.
- The Children Act 1989.
- The boundaries of confidentiality.
- Access to counselling services, transport and rural communities.
- Freedom of choice and equal opportunities.
- The child-counsellor relationship.

There will be opportunities for students to examine issues other than those listed above, as relevant to their work situations.

Within this unit students will:

- Explore the growth in youth culture in the post war years and the child's place in contemporary society.
- Consider the importance of counselling for young people as a discrete service, based on reports published in the last 40 years.
- Examine issues of confidentiality, accessibility, choice, the child-counsellor relationship, the Children Act and equal opportunities.
- Critically analyse the post war ideologies of childhood and their implications for the way children are addressed.
- Critically analyse the ideologies of childhood embodied in reports on counselling children and the implications for the ways services are conceptualised and organised.
- Analyse and critically evaluate theories about what differentiates counselling children from counselling adults.

## Unit 2

**This unit** will focus on five different models of counselling and their relevance for work with young people, particularly in different settings such as schools, child guidance clinics, youth enquiry centres and peer group support/counselling.

**Outcome:** It will enable students to critically assess the usefulness of different approaches in their working practice.

**Content** will include:

- Person-centred counselling.
- Existential counselling.
- Egan's three stage model of counselling.
- Transactional analysis.
- Cognitive behavioural therapy.
- School counselling services.
- Child guidance clinics.
- Youth Enquiry Centres.
- Peer group counselling.

There will be opportunities for students to examine specialist areas other than those listed above, as relevant to their work situations.

Within this unit students will:

- Critically evaluate the application and relevance of different models of counselling children in their practice.
- Critically analyse the implications of different settings for counselling children.

### Unit 3

Students will explore some specific aspects of counselling children and adolescents, identifying issues relevant to the therapeutic process. It also offers a range of creative interventions suitable for working with this age group.

**Outcome:** It will enable students to understand the specific needs of young people when dealing with life events, and to assess the usefulness of a variety of different interventions in their working practice.

**Content** will include:

- How children and young people are affected by bereavement and loss.
- How children and young people are affected by divorce.
- The effects and causes of bullying.
- Physical, emotional and sexual abuse.
- School phobia, causes, symptoms and treatment.
- Anger management and self-esteem in young people.
- Therapeutic play.

- The use of art as a creative intervention.
- Story telling.
- Writing and poetry.
- Sand tray work.

There will be opportunities for students to examine specialist areas other than those listed above, as relevant to their work situations.

Within this unit students will:

- Explore some of the special areas of work concerned with counselling children such as bereavement, bullying, abuse, divorce and school phobia.
- Consider and experience a range of creative interventions for working with children.
- Consider the age appropriateness of a variety of interventions.
- Analyse and critically evaluate theories about what differentiates counselling children from counselling adults.
- Examine issues which are likely to affect children and analyse the implications of how they are likely to experience them.
- Explore and critically evaluate a range of creative strategies for use in counselling children in general.
- Explore and critically evaluate a range of strategies for counselling children in relation to the specific issues.

## Who will be leading the course?

The course tutor is: **Lynn Martin MSc, MA, BEd, CIPTS, CTA(P) CIP, DipSup, MNCH(Acc), UKCP Reg**

Lynn worked as a teacher and Community Education Tutor for over 20 years. This involved working extensively with children and young people in groups and on a one-to-one basis. For the past 25 years she has been working therapeutically with children and young people. She is a Certified Integrative Psychotherapy Trainer and Supervisor, Certified Integrative Psychotherapist, Certified Transactional Analyst with Psychotherapy specialism, as well as an accredited Hypnotherapist and NLP practitioner.

She works extensively as a freelance trainer and consultant, and specialises in developing new courses and in-house training programmes, both in the caring professions and within the commercial world. Lynn is also a qualified and experienced clinical supervisor.

She is a UKCP registered psychotherapist and child psychotherapist and a member of UKATA and IIPA, working to their ethical framework for psychotherapists, counsellors, supervisors and trainers.