



Emotional Trauma & Therapy Specialists

## **CLEAR Training – Post-Qualifying Diploma in Working Therapeutically with Children & Young People (Level 5).**

Accredited by the Counselling and Psychotherapy Central Awarding Body (CPCAB)

A part-time, 12-month course for qualified counsellors and therapists who wish to gain further training in working therapeutically with children and young people. The course will combine both experiential and theoretical training, providing a practical and an academic understanding.

The training is a qualification with a focus on working as a therapist/counsellor with children that have experienced and/or witnessed abusive relationships and trauma. It is a post-qualifying course that is accredited at level 5 and is designed for therapists/counsellors that are already qualified and registered/accredited within their field. The course is tailored to offer current clinical, theoretical and research perspectives in this challenging field. It will enable therapists that wish to work in this area a robust, resilient and unique training.

Sessions and lectures will take place on one weekend a month (Saturday 9.30am - 5pm and Sunday 9.30am-4pm). Please note this is a course for qualified counsellors and therapists.

**Next course:** January 2027

**Fees:** The course fees are a competitively priced at £6000. CLEAR will also provide the clinical placements and all supervision connected to these.

### **Modules:**

*1) Child Development:* This module will explore child development and will be broken down into different developmental stages. These will then be explored through a combination of experiential and theoretical work. There will also be a focused consideration of neurological development and attachment patterns. The aim of this module will be to provide a firm understanding of child development to inform clinical practice, and students will be encouraged to explore their own childhood and attachment patterns in a way which feels safe and appropriate. Following the beginning of the clinical placement, students will be encouraged to make links with their work. They will be asked to reflect on this learning through engagement in group discussions and in their reflective journals.

**Assessment:** Course students will be asked to submit an essay (2,500 words) on child development and the impact of trauma. This will demonstrate their ability to process and reflect upon their learning in this area.

2) *Therapeutic Approaches*: This module will aim to provide an insight into different types of therapy and how these can be used with children and young people. There will be a particular focus on creative techniques. Sessions will be of a primarily experiential nature, with practical exploration being underpinned by relevant theory. The learning will address the ways in which an awareness and experience of these approaches can feed into and inform students' existing and future practice. These sessions are not intended to train students in how to work as specialists in these therapeutic approaches and will not qualify students to use any of these therapeutic models as their main therapeutic approach. These sessions will be led by therapists who have specialist training in these areas and are involved in current clinical practice in this field. Consideration will be given to the use of these therapeutic approaches with children and young people who have experienced abusive relationships and trauma.

Therapeutic models may vary according to student interest and the availability of different types of therapists, within this geographical area.

Assessment: Assessment will be through a literature review (1,000 words) and a presentation to the group and course tutors. This will demonstrate ability to process and reflect upon their learning in this area.

Theoretical basis/ Recommended Reading - A reading list/reading material will be provided to students and there is a collection of books and papers to borrow.

3) *Safe Clinical Practice*: This module will provide a practical and theoretical understanding of safe clinical practice. The focus will be on looking at working in a way that is safe for both clients and therapists/counsellors. Consideration will be given to the potential psychological and physical impact of working with children and young people and how as therapists/counsellors, we can take care of and nurture ourselves. This module will also address the nature of working as a therapist/counsellor in this geographical area. Sessions will take the form of lectures, group discussions and practical activities. Many of the topics covered in this area will also be looked at within the therapeutic approaches model and will inform and underpin learning on other elements of the course.

Topics will include:

|                                          |                                 |
|------------------------------------------|---------------------------------|
| • Personal Therapy                       | • Evaluation                    |
| • Codes of Practice                      | • Outdoor Work                  |
| • Health and Safety and Risk Assessments | • Critical Reflection           |
| • Confidentiality and Consent            | • Touch                         |
| • Safeguarding                           | • Notes and Record Keeping      |
| • Cultural Capability                    | • Working in Different Settings |

Topics may vary to meet student need.

Assessment: This will be through a written summary (1,000 words) of relevant safety administration and with the production of a case study (3,000 words) from student placement material. This should demonstrate student ability to process and reflect upon

learning in this area. The case study will be internally assessed and externally assessed by the CPCAB.

Each lecturer on this module will be responsible for identifying key theories in their chosen model. A reading list/reading material will be provided to students. The CLEAR policies will form a key text for this module.

*4) Working with Children and Young People who have experienced/witnessed Abusive Relationships and Trauma:* As a central element of CLEAR's work this will be an underlying thread throughout the course however within this model specific focus will be given to therapeutic work with this client group. This module will cover different types of abuse and abusive relationships. Consideration will be given to terminology used to discuss abuse and the role of different agencies working in this field. This module will also introduce the issue of Child Sexual Exploitation.

Another key part of this module will be to look at children and the Court of Law. The aim of this will be to look at how this can impact on the therapeutic process. Following this, students should understand the role of children in both criminal and civil cases and what this experience may involve.

Assessment: This module will be assessed through a written reflection (1500 words) on the different types of abuse and the impact of them on the counsellor/therapist, the client, and the therapeutic relationship. Assessment will also involve a twenty-minute VIVA role-play with a CLEAR Ideas child. A written reflection (1,000 words) will also be required to support the VIVA role-play.

### **Clinical Placements**

These will be offered from the start of the second part of the course. All placements will be provided by CLEAR. The allocation of clinical placements will be dependent on a set level of progress being demonstrated in each of the modules, up to this point. This will be determined by lecturer feedback, a mid-term and end review/report. There will be two placements of between 8-12 weeks each (depending upon the length of the therapeutic intervention). Additional placements may be offered if it is felt that these are needed. This will be on a case-by-case basis at the tutors' discretion. Students will need to complete a total of 20 clinical hours of placement.

The initial placement will be a shadow placement, with students working individually with a CLEAR therapist. Students will be allocated to therapists by the clinical lead and a decision will be made on the suitability of referrals for a student placement. The child and the family will also be part of this decision-making process. Ideally, students will be present for all the 8-12 sessions although in some case the therapists may wish to do the initial assessment session alone to determine the suitability of the case for a student placement. Initially, the therapists will lead the sessions, and the students will take on an observational/participatory role, depending upon what is appropriate. Students are expected to complete their own risk assessments, clinical notes and end letters as part of this process. At the middle and end of these placements the host therapists will complete a

short feedback form detailing the student's progress and identifying strengths and areas for further work.

The second placement will be an independent one. Again, progression to this will be dependent on a set level of progress being demonstrated in each of the modules up to this point, and in the initial placement. This will be determined by the feedback from the host therapists, the clinical supervisor and a review with the course tutors.

It is important to note that the placements are in addition to the weekend tutorials and are scheduled to take place during CLEAR's usual working hours (Monday – Friday, 8.30am-5.30pm).

Assessment: Placements will lead to the end case study and mid and end placement reports. Placements will also be discussed within the clinical supervision sessions.

### **Clinical Supervision**

Group clinical supervision will be provided monthly by a qualified supervisor from the second part of the course. This will provide students with support during their clinical placements. The size of supervision groups will depend upon course numbers and level of need.

### **Focus and Process Groups**

Each weekend will start with a focus session and end with a process group. The focus session will provide an opportunity for students to 'check in' following the month's break and prepare for the weekend ahead. The process group will provide a space for students to reflect on each weekend and process their learning together. These sessions will be led by one of the two tutors and aim to provide a safe and supportive space for students to reflect on their individual and group process. An individual tutorial can also be arranged with course tutors if needed.

### **Requirements of the course**

Students are required to undertake 10 hours of personal therapy with a registered, accredited psychotherapist/counsellor to support the learning, personal process and wellbeing of the student over the duration of the course. The cost and responsibility for sourcing a suitable psychotherapist/counsellor is the students' but support will be given.

September 2026