

CLEAR

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, 18 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 whom have experienced and/or witnessed domestic abuse and trauma. It is a post-qualifying course and is accredited at a level 5. It is for therapists/counsellors that are already qualified and registered/accredited within their field. The course is designed to offer current clinical, theoretical and research perspectives. 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, on a Saturday and Sunday, between 10am and 4pm. Please note this a course for already qualified counsellors and therapists.

Next course: January 2020.

Fees

The course fees are a competitively priced £2,300.00, which includes the cost of a weekend residential.

Half-day Taster Days

During the Autumn term September/October, two half-day taster session will provide an opportunity to work with two CLEAR therapist lecturers on the course, previous sessions have involved, art, music and dance. This provides an opportunity for potential students to experience the course content and feel. Please note this is not included in the cost of the course.

Modules:

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.

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. 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

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 and there is a collection of books and papers to borrow.

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

*Topics may vary to meet student need.

Assessment

Assessment 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.

Theoretical Basis/ Recommended Reading

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.

Working with Children and Young People who have experienced 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 provide an introduction to 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 have an understanding of 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 fifteen minute VIVA role-play and an interview 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 host therapists by the course tutors. Therapists will then decide which of their referrals are suitable for a student placement. It will then be up to the child and the family to decide whether they are happy to have a

student present for the work. Ideally, students will be present for all of the 8-12 sessions although in some case the therapists may wish to do the initial assessment session alone in order to determine the suitability of the case for a student placement. The timescale for these initial placements is between September - December. However, start and end dates may vary depending on caseloads and referrals. Initially, the therapists will lead the sessions and the students will take on an observational/participatory role, depending upon what is appropriate. As the work progresses, the students will gradually become more and more involved until they are leading elements of, and then, the whole session, with the therapist there to support them. 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. This will run from January - May. 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.

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 well-being of the student over the duration of the course. This cost will be an extra cost for the student to provide for. Students are responsible for sourcing this themselves.

Please note this a course for already qualified counsellors/therapists.

Contact details and further questions

If you have any questions or want to make an application for the course please contact:

Training Lead and Course Lecturer

Maria Adams: training@clearsupport.net

01872 261147 / 07860 941585

July 2019

