

Domain

COUNSELLING

Title:

Engage in counselling with children

Level: 6

Credits: 15

Purpose

This unit standard specifies the competency required to engage in counselling with children. It includes establishing the counselling relationship with child; assisting the child to identify their purpose(s) for counselling; assisting child to work towards achieving identified purpose(s) for counselling; assisting child to implement plan; and effecting closure of the counselling relationship with the child.

This unit standard is intended for those who work in the counselling profession.

Special Notes

1. Entry information:
Prerequisite:
 - Unit 908 *Follow workplace safety, security and emergency procedures in a counselling work environment* or demonstrated equivalent knowledge and skills.
2. Characteristics and needs of the child may be physical, spiritual or mental. Characteristics and needs may include but are not limited to: age and stage of development; coping strategies; child roles and dynamics; culture; disability; experience; knowledge; child history; gender; health status; history of individual members of the child; language; sexual orientation; socio-economic situation; needs for physical comfort, safety, and privacy of child.
3. Counsellors working with children and young people do so with consent of someone with parental responsibilities. Counsellor should clarify level of confidentiality they are offering to the child or young person, preferably in writing. Services should not be offered to a child or young person without permission from a person with parental responsibility unless they: have consulted appropriately with colleagues, managers and supervisors and/or are following clear written guidelines from an employing agency.
4. Ability of child to engage and participate in counselling session, depends on factors including but not limited to: emotional state; health status; age and developmental stage (infants 0 – 2 years, pre-schoolers 3 – 5 years, children 6 – 9 years, children 10 – 12 years, children 13 – 15 years, adolescents 16 – 18 years).
5. Glossary of terms
 - ‘*Child*’ is used as a generic term to denote the people who are involved in counselling. They may be referred to by various descriptive terms in the range of social service settings
 - ‘*Counselling*’ refers to individuals and organisations working to provide counselling, training, supervision, research, or other services which use counselling skills, or the management of any of these activities
 - ‘*Client*’ is a generic term which refers to anyone who receives counselling services. The client may be an individual or a group.
6. People awarded credit in this unit standard are able to demonstrate and self monitor their ability to relate to difference, as evidenced by acknowledgement and respect for difference, acceptance, genuineness, honesty, humility, patience, and warmth. They use inclusive language, and counselling methods and modalities that are appropriate to the characteristics and needs of the

- people with whom they are counselling. They seek to establish and maintain rapport with the child, positive feedback is responded to, criticism, or negative feedback is responded to without defensiveness, and changes required to re-establish rapport are acted upon. They demonstrate and communicate clarity about their role in the social services within all relationships with child. They know the limits of their role, function and competence, and when to refer on to others. Competent practice in this unit standard requires that the concerns, issues, needs, and dynamics of the child be attended to as well as the individual concerns, issues, and needs of each member of the child.
7. Assistance may include but is not limited to: co-creating and exploring alternatives, challenging, coaching, confrontation, exploring past and current behaviours, patterns and beliefs, feedback, focusing, individual assistance or counselling plans for individual members of the child, joint plans for the child, making connections, providing information, referral to other services, reframing.
 8. All communications are treated confidentially. The scope and limits of confidentiality are defined through negotiation and informed consent, and criteria established by legislation, ethical practice, and service provider guidelines.
 9. People awarded credit in this unit standard show that their actions are guided and supported by valid theory for social service practice. Evidence is required of social service theory that is derived from authoritative sources, which may include but are not limited to: body of knowledge related to social service work; cultural theory; practice research.
 10. Regulations and legislation relevant to this unit standard include the following:
 - Namibia Labour Act, No 11 of 2007
 - The Social Security Act 1994
 - United Nations Convention on the Rights of the Child
 - Children’s Status Act, No 6 of 2008
 - SA Children’s Act, No. 33 of 1960
 - Child Care and Protection Bill of 2010 (being considered in Parliament)
 - Combating of Rape Act, No 8 of 2000
 - Domestic Violence Act, No. 4 of 2004
 - National Policy on HIV/AIDS
 - Occupational Health and Safety Regulations No. 18, 1997
all subsequent amendments.

Quality Assurance Requirements

This unit standard and others within this subfield may be awarded by institutions which meet the accreditation requirements set by the Namibia Qualifications Authority and the Namibia Training Authority and which comply with the national assessment and moderation requirements. Details of specific accreditation requirements and the national assessment arrangements are available from the Namibia Qualifications Authority on www.namqa.org and the Namibia Training Authority on www.nta.com.na

Elements and Performance Criteria

Element 1: Apply knowledge of the rights of the child in counselling

Range

Rights of child are as defined in Namibian Constitution and United Nations Conventions and must include but are not limited to: survival; development; protection; participation.

Needs of child must include but are not limited to: love and security; new experiences; praise and recognition; responsibility.

Stakeholders in the protection of children include but are not limited to: parents; educators; medical and social services practitioners; professional counsellors; legal practitioners; United Nations.

Performance Criteria

- 1.1 Rights of child are identified, respected and incorporated in counselling work related to children.
- 1.2 Establishment of the environment for counselling attends to characteristics and needs of child.
- 1.3 Role, function and any legal responsibilities of counsellor are clarified in a manner that is understood by child.
- 1.4 Stakeholders in the protection of children are identified in line with legal framework for child protection.

Element 2: Establish counselling relationship with child

Range

Crisis counselling may include but is not limited to: providing calm and relaxed atmosphere; showing calm and confidence; listening; acceptance; non-judgmental; empathy; reflecting client feelings; allow client to speak without interruption; allow venting of feelings; exploring immediate crisis rather than underlying causes; prioritise issues that can be addressed immediately; agree on issues that can be addressed immediately and a plan for addressing them; address risk of suicide.

Language includes key themes for normal stages of child development (pre-schoolers: curiosity, trying out new things; young school-going children: learning; pre-teen school-going children: peer acceptance, body changes; early teens: change and independence; late teens: making decisions).

Performance Criteria

- 2.1 Crisis factor for counselling is identified where required and crisis counselling provided in line with client needs and organisational policy and procedure.
- 2.2 Accessible language is used and understanding of child ensured throughout counselling relationship.
- 2.3 Role, function, and any legal responsibilities of counsellor are clarified with the child using accessible language and ensuring understanding of child.
- 2.4 Protocols for counselling relationship are agreed with the child.
- 2.5 Child is engaged in counselling according to their characteristics and needs, and in accordance with the counsellor's role, function, and any legal responsibilities.

Element 3: Assist child to identify their purpose(s) for counselling

Range

Interpersonal skills include but are not limited to: attending; clarifying; encouraging; following; listening; questioning; paraphrasing; reflection of feeling and content; summarising.

Performance Criteria

- 3.1 Process to be used to identify concerns, issues and needs of child is established in negotiation with child.
- 3.2 Assistance enables child to identify and describe concerns, issues and needs.
- 3.3 Assistance is provided using interpersonal skills that respond to verbal and non-verbal communications including body language.
- 3.4 Assistance enables child to identify connections between their identified concerns, issues, or needs and their social and cultural context.
- 3.5 Assistance enables child to identify achievable purpose(s) for counselling that are consistent with their identified concerns, issues, or needs, and consistent with their coping abilities, knowledge, resources, skills, and values.

Element 4: Assist child to work towards achieving their identified purpose(s) for counselling

Range

Resources may include but are not limited to: inner (mind; emotions; faith; attitude; perspective; physical strength); external (secure environment, caregiver, family, friends, basic necessities for survival, financial stability, cultural community).

Performance Criteria

- 4.1 Assistance enables child to identify and select achievable options consistent with their purpose(s), and consistent with their coping abilities, knowledge, resources, skills, and values.
- 4.2 Assistance enables child to develop a plan to achieve their purpose(s) for counselling that is consistent with coping abilities, knowledge, resources, skills, and values.
- 4.3 Plan identifies resources that are available to achieve purpose(s) for counselling identified by the child, a time frame that is consistent with the use of those resources, the counsellor's role in the plan (if any), and methods of evaluating progress.

Element 5: Assist the child to implement plan

Performance Criteria

- 5.1 Assistance is provided in accordance with the counsellor's role in the plan.
- 5.2 Assistance is provided using methods that encourage self determination by the child, and discourage dependency by them on the counsellor or service provider.
- 5.3 Assistance enables the child to evaluate progress in achieving their individual and joint purpose(s) for counselling.
- 5.4 Where necessary, the child is assisted to redefine their purpose(s) of counselling, establish new purposes, identify further options, and amend their plan in terms of their evaluation of progress.

Element 6: Effect closure of counselling relationship with child

Range

Issues arising from counselling may include but are not limited to: identification of achievements and new learning towards independence; transfer of learning to dealing with other concerns, issues, or needs; ongoing self management plans.

Issues for future involvement in counselling may include but are not limited to: factors that may lead to resumption of contact; future roles, functions and services available from the counsellor or service provider; means of re-establishing contact with counsellor or service provider; other sources of referral.

Performance Criteria

- 6.1 Closure of each counselling session is affected with the child according to the established protocol.
- 6.2 Closure of the counselling relationship is affected according to completion of planned involvement of the counsellor or service provider.
- 6.3 The closure process identifies issues arising from counselling.
- 6.4 The closure process identifies issues for future involvement in counselling.
- 6.5 Closure of the counselling relationship is managed according to the established protocol.

Registration Data

Subfield:	Counselling Services
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