

Learning Objectives

Module 1

- Gain an overview of the course and the golden threads that will be woven throughout not only the course but your practice as a therapist
Learning theory, Growth Mindset, Self-Efficacy (including psychoeducation and self-hypnosis), Creativity, Flexibility, Presence.
- Establish what evidence-based and child psychology principles will inform therapeutic practice with child and adolescent work.
- Develop an awareness of how a child's thinking at different developmental stages compares to an adult's and the special factors that will inform treatment planning and delivery from early childhood through to adolescence.
- Consider Piaget's theory of cognitive development and the four broad phases and evaluate its relevance to your therapeutic practice.
- Reflect on Eric Erickson's stages of Psychosocial Development and evaluate its relevance to your practice as a therapist.
- Understand the History and Context of hypnotherapy and CBT with children and adolescence.
- Be clear on the ethics, law and guidance around consent and confidentiality when working with younger clients and reflect on what constitutes best practice.
- Establish and identify the key considerations and main adaptations required when working with children and adolescents, including working with parents and caregivers and differentiating who the client is.
- Determine your own sphere of competence and identify the most commonly encountered problems to expect.
- Establish a group mandate as a peer -supervision group and reflect on your goals and motivations

Module 2

- Understand key learning theory concepts and evaluate the relevance of these concepts for:
 - How client problems develop and/or are maintained
 - How we can facilitate learning during therapy
- Develop a solid basic understanding of core grounding principles for adolescent and children's work: learning theory, self -efficacy and growth mindset principles, enabling more confidence, flexibility and responsiveness in adapting session structure and content for clients. (THIS IS THE CORE OF THE COURSE – GET GROUNDED AND HAVE EXPERIENCE IN GOLDEN PRINCIPLES TO BE ABLE TO ADAPT, CREATE AND RESPOND)

- Establish the main differences between working with children and working with adults in terms of how you could approach assessment and treatment planning and homework setting and reflect on the factors that might influence your choices.
- Understand the range of inductions and hypnotic tools that work well with different developmental stages and preferences and evaluate how and when you might choose and use different techniques.
- Consider the importance of rapport and how you might engender and optimise this when working with children and adolescents.
- Expand or consolidate your repertoire of unrehearsed suggestions, storytelling tools, imagery and imaginative play techniques and evaluate the importance of imaginative play and co-creation with clients.
- Explore how you would psychoeducate clients at different developmental stages and teach self-hypnosis so as to build self-efficacy.
- Understand the main factors involved in teaching mindfulness to children and adolescents and practice these techniques and strategies.

Module 3

- Get confident improvising and creating tailored brief induction and therapeutic suggestions for clients at different developmental stages.
- Build on existing CBH knowledge, reflecting on how CBH protocols and scripts can be adapted for different developmental stages.
- Be clear on what skills training is and what are the core factors.
- Consolidate learning and practice creativity by developing a three-session tailored skills-training treatment plan for a case study client and sharing it with the rest of the group.
- Consider how to adapt CBH protocols used with adults for different developmental stages and issues, and how to integrate these into a treatment plan.
- Be ready to design, deliver and evaluate a 3-part coping skills programme over the next 2-3 weeks.
- Consolidate learning and reflections from the last 3 days and self-assess to progress towards personal learning goals. (Make a note of any actions of next steps.)

Module 4

- Gain experience and integrate learning through evaluation of challenges, successes and insights from case study experiences.
- Reflect and explore how to adapt and modify current CBH knowledge and protocols for children and adolescents and early adults.
- Consider common presenting issues for adolescents and consider useful and engaging interventions, ideas and protocols for teenagers.

- Reflect on the impacts of the client's wider context and deepen knowledge of factors when working with and communicating with schools, parents and caregivers.
- Develop an understanding of factors to consider when working with children and young people with Autism, ADHD or SPD.
- Collect and share resources so as to have a substantial resource toolkit.

Module 5

- Learn in more detail about Evidence based Protocols and Interventions for specific issues including pain, bedwetting and hairpulling.
- Evaluate the theoretical frameworks that help us understand the clients wider psycho- bio-social-context with Bronfenbrenner and others
- Consolidate and practice using treatment planning skills and grounding principles (Golden threads) so as to be a flexible, creative and responsive practitioner.
- Be able to anticipate and plan for common problems and challenges that may arise in the therapy room with children and adolescents.