



Course
Guide
2026

CPCAB Accredited Level 5
Post Qualifying
Diploma in Counselling
Children and
Young People



Wellbeing
Academy

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Welcome Message



A very warm welcome to The Wellbeing Academy. We're delighted to have you with us.

You are now part of a learning community that believes wholeheartedly in the power of connection, compassion, and professional excellence.

This course is accredited by CPCAB (Counselling and Psychotherapy Central Awarding Body), the UK's leading specialist awarding organisation in the counselling sector. Their rigorous standards ensure that your qualification is not only nationally recognised, but held in high regard by employers and professional bodies alike.

This tailor-made diploma has been thoughtfully written with both school-based counselling and private practice in mind. It combines academic depth with practical application, giving you the tools you need to work confidently and ethically in a variety of child and adolescent settings.

We thank you for choosing us to support you on your journey of growth. We know you're here because you care deeply about the emotional well-being of children and young people; you are in good company.

Throughout this programme, you'll be supported to deepen your knowledge, sharpen your skills, and grow in confidence as a CYP practitioner. You'll be guided by experienced tutors, surrounded by like-minded peers, and invited to engage with creative, reflective, and trauma-responsive approaches that truly make a difference.

At The Wellbeing Academy, we're passionate about helping professionals like you develop into responsive, ethical, and resilient therapists. We're excited to support you every step of the way.

Here's to a meaningful, challenging and rewarding year ahead.

Rachel Eastop
Director / Trainer



Course Overview



Dates

Wednesday 14 January 26	Wednesday 25 March 26
Wednesday 21 January 26	Wednesday 8 April 26
Wednesday 28 January 26	Wednesday 22 April 26
Wednesday 4 February 26	Wednesday 6 May 26
Wednesday 11 February 26	Wednesday 13 May 26
Wednesday 18 February 26	Wednesday 20 May 26
Wednesday 11 March 26	Wednesday 10 June 26
Wednesday 18 March 26	Wednesday 24 June 26

Learning Outcomes

- Establish Safe, Ethical and Legal Foundations for Counselling Children and Young People.
- Build and Maintain Effective Therapeutic Relationships with Children and Young People.
- Promote Inclusive Practice for Diverse and Neurodiverse Children and Young People.
- Tailor Counselling Approaches to Meet Children and Young People's Needs.
- Deepen Self-Awareness to Support Therapeutic Practice.
- Integrate Theory and Research into a Counselling Practice.
- Monitor and maintain professional practice and development

Course Programme



Day 1 Understanding Attachment Theory and Childhood Attachments

Day 2 Understanding Adolescent Attachment & The Developing Brain

Day 3 Understanding Child & Adolescent Developmental Stages

Day 4 Understanding How Play Affects Development and the Science of Storytelling

Day 5 Understanding Neurodiverse Children and Young People

Day 6 Understanding Equality, Diversity and Inclusion with Children and Young People

Day 7 Understanding Safe Clinical Practices in Child and Adolescent Counselling

Day 8 Understanding Trauma and Trauma Responsive Approaches to Counselling Children and Young People

Day 9 Understanding Vicarious Trauma and the Importance of Self-Care

Day 10 Group Project and Creative Interventions

Day 11 Understanding Common Child and Adolescent Mental Health Issues: Depression

Day 12 Understanding Common Child and Adolescent Mental Health Issues: Anxiety

Day 13 Understanding Common Child and Adolescent Mental Health Issues: Self-Harm

Day 14 Understanding Common Child and Adolescent Mental Health Issues: Suicidal Ideation

Day 15 Group Supervision and Creative Interventions

Day 16 Understanding the Importance of Therapeutic Endings with Children and Young People

Understanding Attachment Theory and Childhood Attachments



We begin the course by exploring one of the key ideas at the heart of working with children and young people — Attachment Theory.

This first day is all about laying the groundwork and helping you understand how early relationships shape the way young people see themselves, others, and the world around them.

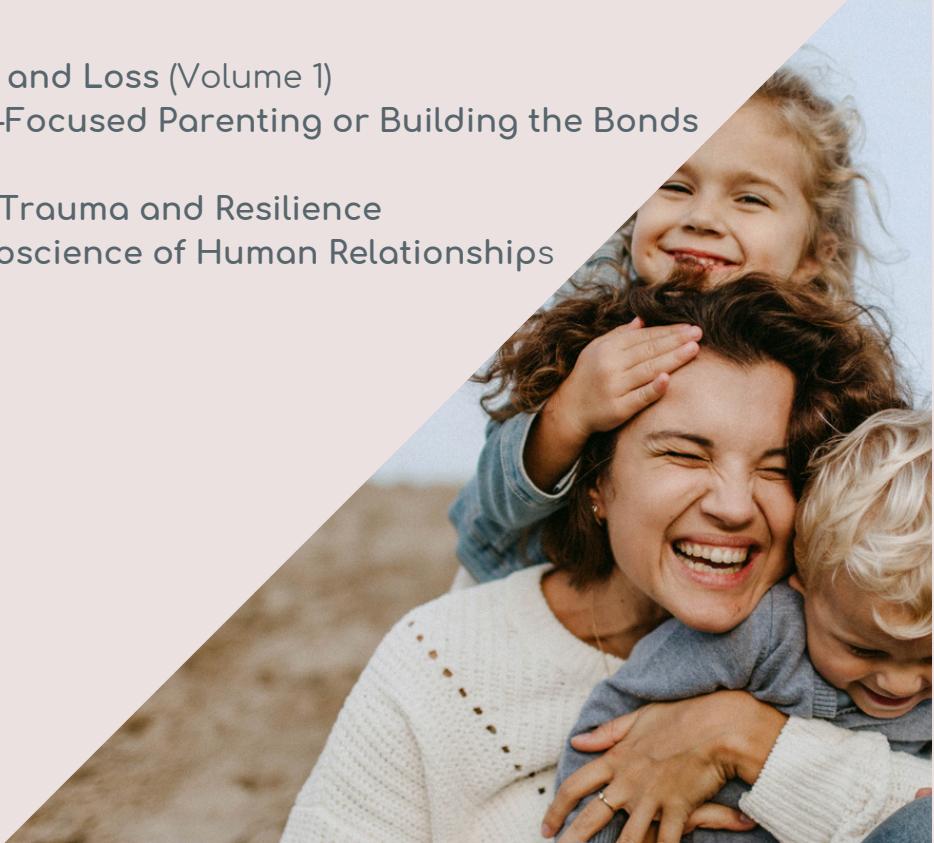
We'll look at where attachment theory came from explore the different attachment styles and how these might show up in behaviour, emotions, and relationships.

We'll also look at how trauma, neglect and inconsistent caregiving can affect attachment, and what this means for how children relate to others — including you as their counsellor.

The day will be a mix of theory, discussion, reflection and practical exploration. You'll have the chance to think about how this all links to your own experiences and your future counselling work whether in schools, private practice, or elsewhere.

Suggested Reading

- John Bowlby – *Attachment and Loss* (Volume 1)
- Dan Hughes – *Attachment-Focused Parenting or Building the Bonds of Attachment*
- Kate Cairns – *Attachment, Trauma and Resilience*
- Louis Cozolino – *The Neuroscience of Human Relationships*



Understanding Adolescent Attachment & The Developing Brain



Then, we focus on the unique challenges and changes that come with adolescence — a time when attachment needs shift, and the brain goes through major rewiring.

We'll explore how adolescents begin to "unattach" from caregivers and form new bonds with peers, adults, and romantic partners — sometimes in safe, secure ways, and sometimes through risky or chaotic relationships.

You'll also be introduced to the neuroscience of the adolescent brain, including how different brain regions develop at different rates — often continuing into the mid-20s. We'll explore how this affects behaviour, risk-taking, mood swings, and decision-making.

The day includes discussion, experiential learning and reflection, helping you make sense of what's going on "under the surface" in the teenage years and how to respond therapeutically.

Suggested Reading

- Dan Siegel – *Brainstorm: The Power and Purpose of the Teenage Brain*
- Dr Frances Jensen – *The Teenage Brain*
- Deb Dana – *Polyvagal Theory in Therapy*
- Bruce D. Perry - *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook*



Understanding Child & Adolescent Developmental Stages



We take a closer look at the key developmental stages children and adolescents go through physically, emotionally, socially, and psychologically.

We'll explore theories of psychosocial development alongside the expected milestones in physical and sexual development, and how young people grow in their emotional understanding, self-concept, and relationships.

Importantly, we'll also look at what happens when development is interrupted by trauma, neglect, or inconsistent caregiving.

You'll gain insight into how early adversity can delay or distort development and how some young people may present much younger (or older) than their chronological age, depending on their experiences.

Through discussion, case studies, and reflective activities, we'll think about how to recognise developmental delay in therapeutic work, and how we can meet young people where they are, rather than where we might expect them to be.

Suggested Reading

- Daniel J. Siegel – *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*
- Tina Payne Bryson & Dan Siegel – *The Whole-Brain Child*
- Bessel van der Kolk – *The Body Keeps the Score*



Understanding How Play Affects Development and the Science of Storytelling



Today we explore the powerful role of play and storytelling in child and adolescent development and how these natural, creative processes are central to therapeutic work.

We'll begin by looking at the work of Virginia Axline, and explore how play creates a safe space for children to express feelings, process experiences, and build trust. We'll also consider how different types of play, from imaginative games to role-play and art, support emotional regulation, problem-solving, and relational skills.

The day will also cover the positive impact of gaming on brain development, including research into how certain games can support executive function, spatial awareness, decision-making, and even empathy.

In the second half of the day, we explore the science and structure of storytelling — why humans are wired for story, and how story helps us make meaning of our lives. We'll look at how a narrative can be used in therapeutic work to help young people integrate identity, reclaim agency, and shift unhelpful internal scripts.

You'll have the opportunity to reflect, play, and experiment all while deepening your understanding of how creativity, imagination and play shape development and healing.

Suggested Reading

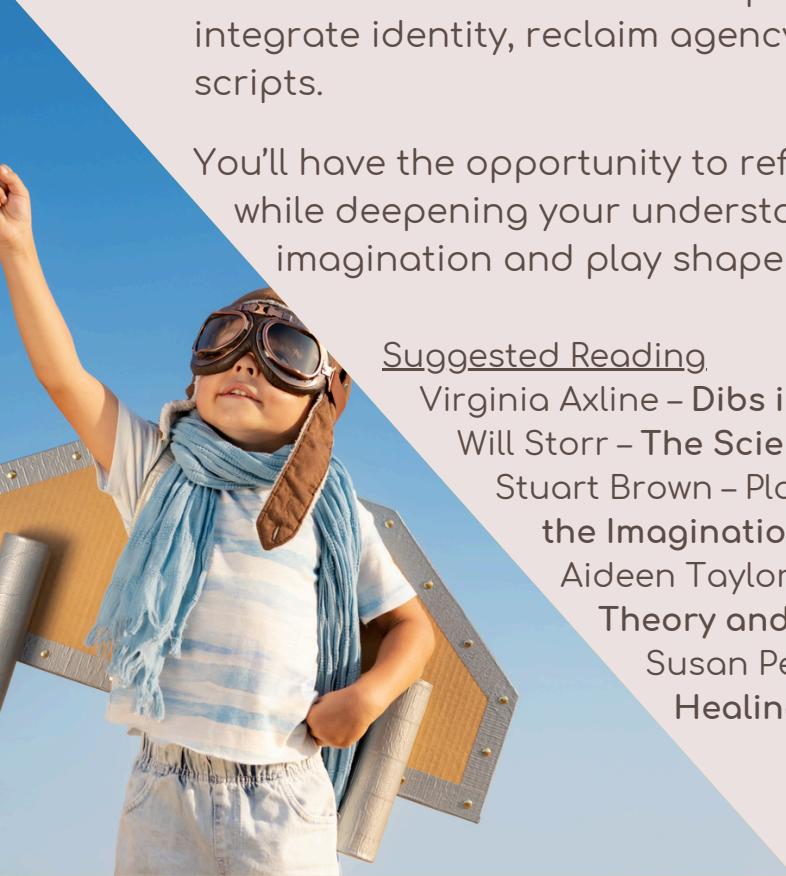
Virginia Axline – *Dibs in Search of Self*

Will Storr – *The Science of Storytelling*

Stuart Brown – *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*

Aideen Taylor de Faoite - *Narrative Play Therapy: Theory and Practice*

Susan Perrow - *Therapeutic Storytelling: 101 Healing Stories for Children*



Understanding How to Counsel with Neurodiverse Children and Young People



In this module, we'll explore the concept of neurodiversity and gain a deeper understanding of how different brain types and ways of processing the world can affect a young person's experience.

We'll look closely at common neurodivergencies such as Autism, ADHD, Dyslexia, Dyspraxia, and Tourette's Syndrome, considering their unique presentations and the wide variation within each.

You'll learn to recognise characteristics, strengths, and challenges without relying on stereotypes or deficit-based models.

Importantly, we'll consider how to adapt our counselling techniques and communication strategies so that neurodiverse children and young people feel safe, understood, and respected. This includes looking at sensory needs, processing differences, and ways to reduce anxiety or overwhelm during sessions.

We'll also explore how to create a supportive, inclusive counselling environment that actively promotes equity, belonging, and accessibility, making your practice a welcoming and affirming space.

Through discussion, case studies, and reflective activities, you'll develop both your theoretical knowledge and practical skills, equipping you to meet each young person where they are and to celebrate their unique perspectives.

Suggested Reading

- Steve Silberman – *NeuroTribes: The Legacy of Autism and the Future of Neurodiversity*
- Raelene Dundon – *Neurodiversity-Affirming Therapy*
- Barry M. Prizant - *Uniquely Human: A Different Way of Seeing Autism*



Understanding Equality, Diversity and Inclusion with Children and Young People



In this module, we explore what it means to create an inclusive, respectful, and safe counselling environment for children and young people (CYP) from diverse backgrounds.

We will look at how factors such as race, ethnicity, gender, sexuality, disability, neurodiversity, class, and culture can shape a young person's experiences, identity, and access to support.

You will learn to recognise unconscious bias and systemic barriers, reflecting on how these may impact your practice and therapeutic relationships.

Through case studies and discussion, we will examine how discrimination, prejudice, and social inequality can affect a child or young person's mental health, sense of belonging, and self-worth.

The focus will be on developing cultural humility, an ongoing process of learning and self-reflection, to meet each client where they are and ensure they feel seen, valued, and understood.

By the end of this module, you will have practical tools to embed equality, diversity, and inclusion (EDI) principles into your counselling practice, fostering a space where every child or young person can thrive.

Suggested Reading

- Michael Beattie & Penny Lenihan - *Counselling Skills for Working with Gender Diversity and Identity*
- Susan Evans & Marcus Evans - *Gender Dysphoria: A Therapeutic Model for Working with Children, Adolescents and Young Adults*
- Guan, S., Coughlan, B., Evans, K. et al. - *Associations between ethnicity and mental health problems among children and adolescents in the United Kingdom: A systematic review and narrative synthesis*

<https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-024-20695-3>

- Ani, C., Ola, B., Hodes, M., Eapen, V. - *Equity, Diversity, and Inclusion in Child and Adolescent Mental Health*

<https://acamh.onlinelibrary.wiley.com/toc/14753588/2024/29/2>



Understanding Safe Clinical Practices in Child and Adolescent Counselling



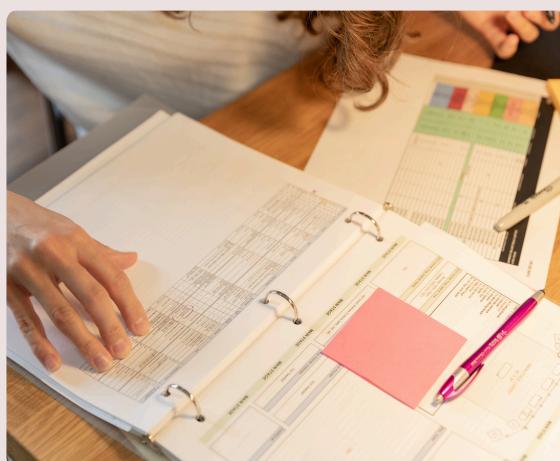
In this module, we'll explore the core principles of safe clinical practice, including confidentiality, safeguarding, and risk management, alongside the importance of clear professional boundaries. You'll learn how to navigate the complexities of working with minors, such as balancing a young person's right to privacy with legal and ethical duties to protect them from harm. We'll also look at practical safety considerations for your counselling environment. This includes physical safety within the therapy space, safe use of creative materials or technology, and strategies for managing emotional overwhelm or crisis situations during a session.

You'll gain insight into how to work collaboratively with schools, social workers, foster carers, and health professionals, while remaining clear on your role and limits of responsibility.

Through case studies, discussion, and reflective exercises, you'll develop the skills and confidence to handle difficult situations with integrity, ensuring that both you and your clients are protected and supported.

Suggested Reading

- BACP – **Good Practice in Action: Working with Children and Young People**
- Jeanine Connor – **Reflective Practice in Child and Adolescent Counselling**
- Various – **Team Around the Child: The Handbook**
- Nick Luxmoore – **School Counsellors Working with Young People and Staff**



Understanding Trauma and Trauma-Responsive Approaches when Counselling Children and Young People



Trauma can profoundly affect how a young person develops, relates to others, and engages in therapy. As counsellors, our role is to provide a safe, attuned, and stabilising relationship where healing can begin.

In this module, we'll explore what trauma is, how it impacts the developing brain and body, and the many ways it can show up in behaviour, emotions, and relationships. You'll gain insight into how early adversity, such as neglect, abuse, or loss, can disrupt a young person's sense of safety and trust, influencing how they experience the world.

Equally important is self-reflection. By examining our personal experiences, we can gain a deeper understanding of our reactions and potential triggers, thereby ensuring we remain grounded and compassionate in the therapeutic relationship. Finally, we'll focus on trauma-informed and trauma-responsive practices, learning how to create spaces that are physically and emotionally safe, predictable, and empowering. You'll discover strategies to help children and young people regulate their emotions, build resilience, and slowly integrate difficult experiences at a pace they can tolerate.

Through case studies, reflective journaling, and experiential learning, you'll develop both a theoretical understanding of trauma and practical tools to support recovery and growth.

Suggested Reading

- Bessel van der Kolk – *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*
- Bruce Perry & Oprah Winfrey – *What Happened to You? Conversations on Trauma, Resilience, and Healing*
- Paris Goodyear-Brown - *Trauma and Play Therapy: Helping Children Heal*
- Betsy de Thierry - *The Trauma Recovery Handbook*



Understanding Vicarious Trauma and the Importance of Self-Care



This module will help you understand the impact of vicarious trauma, compassion fatigue, burnout, and secondary trauma on counsellors. You will reflect on your own responses to working with CYP, recognising early warning signs of stress, and develop practical strategies for resilience, balance, and ongoing wellbeing. We will explore how supervision, self-awareness, and peer support are essential for sustaining safe, ethical practice over time.

Alongside personal self-care, sustaining a long-term career in counselling requires a commitment to Continuing Professional Development. You will map your current knowledge and skills against the BACP Competency Framework. Identify areas of strength and areas where further training or experience is needed and reflect on how your learning in this course contributes to your future career and ethical responsibilities as a counsellor.

This ensures you leave the course not only with strategies for managing stress but also with a clear vision of how to grow and sustain your practice.

Suggested Reading

- Babette Rothschild – *Help for the Helper: Self-Care Strategies for Managing Burnout and Stress*
- Laura van Dernoot Lipsky – *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*
- Thomas M. Skovholt & Michelle Trotter-Mathison - *The Resilient Practitioner: Burnout, Compassion Fatigue Prevention, and Self-Care Strategies for the Helping Professions*
- Sarah Parry - *Effective Self-Care and Resilience in Clinical Practice: Dealing with Stress, Compassion Fatigue, and Burnout*



Understanding Common Child and Adolescent Mental Health Issues: Depression



In this module, we will explore what depression looks like in children and adolescents, including the different ways it presents at various developmental stages. We will explore how depression presents in children and young people (e.g., irritability, somatic complaints, withdrawal). You will learn how low mood impacts development, relationships, and school functioning.

We'll consider the biological, psychological, and social factors that can contribute to its onset, and how trauma, loss, or environmental stressors may increase vulnerability. You'll also learn how to differentiate between normal developmental changes, such as mood swings during adolescence, and signs of clinical depression that require therapeutic intervention or referral for specialist support.

Through case studies, reflective activities, and discussion, you will gain the skills and confidence to work effectively with CYP who are struggling with depression while recognising the limits of your role and when to seek additional professional support.

We will also consider diagnostic criteria and medications prescribed for CYP; their purpose, benefits, risks, and side effects. We will also take into account the counsellor's role in working alongside GPs, CAMHS, psychiatrists, and families to support a holistic approach.

Suggested Reading

- Christopher Willard – *Growing Up Mindful*
- National Institute for Health and Care Excellence (NICE) – *Guidelines on Depression in Children and Young People*
- John R. Z. Abela & Benjamin L. Hankin - *Handbook of Depression in Children and Adolescents*



Understanding Common Child and Adolescent Mental Health Issues: Anxiety



In this module, we will explore how anxiety presents in children and adolescents. We will consider how symptoms may differ across developmental stages and how anxiety impacts school life, relationships, and self-concept.

You'll learn to differentiate between developmentally expected worries and clinically significant anxiety that interferes with a young person's daily functioning.

Practical counselling approaches will focus on supporting emotional regulation, building resilience, and helping young people to manage overwhelming feelings. Through case studies, reflective activities, and group discussion, you will gain confidence in working therapeutically with CYP experiencing anxiety, while knowing when to refer to specialist services.

We will also consider diagnostic criteria and medications prescribed for CYP; their purpose, risks, and limitations.

We will also take into account the counsellor's role in collaborating with medical and educational professionals while supporting the CYP therapeutically.

Suggested Reading

- Tamar Chansky – *Freeing Your Child from Anxiety*
- Malie Coyne - *Love In, Love Out: A Compassionate Approach to Parenting Your Anxious Child*
- Jonathan Haidt - *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness*
- Fiona Zandt & Suzanne Barrett - *Creative Ways to Help Children Manage Anxiety: Ideas and Activities for Working Therapeutically with Worried Children and Their Families*



Understanding Common Child and Adolescent Mental Health Issues: Self-Harm



This module focuses on self-harm as a coping mechanism for distress in children and young people. We will explore its meaning as a form of emotional regulation, communication, or control, and how it can differ across developmental stages.

We will consider risk factors such as trauma, bullying, and family conflict, as well as the relational impact self-harm has on families, peers, and schools. Emphasis will be placed on building safe therapeutic relationships, developing trust, and supporting CYP to find alternative ways of managing emotions.

You will also learn to assess risk, develop safety plans, and recognise when specialist referral is required. Through reflective practice and discussion, you will strengthen your ability to respond with empathy and confidence.

We will also consider the links between self-harm and other diagnoses such as depression, anxiety, and trauma-related disorders.

We will also take into account the counsellor's role in supporting the CYP while liaising with parents, carers, and multi-agency teams to ensure safety.

Suggested Reading

- Pooky Knightsmith – Self-Harm and Eating Disorders in Schools: A Guide to Whole-School Support and Practical Strategies
- Jane Smith – Self-Harm: The Facts
- Pooky Knightsmith – Can I Tell You About Self-Harm?
- Steve Peters - Treating Self-Harm: A Practical Guide



Understanding Common Child and Adolescent Mental Health Issues: Suicidal Ideation



In this module, we will explore how suicidal thoughts and behaviours present in children and young people, and how to respond safely and compassionately. We will examine risk factors such as hopelessness, impulsivity, family history, and trauma, as well as protective factors that can encourage resilience. The module emphasises therapeutic presence, careful assessment, and collaborative safety planning. You will learn to hold conversations about suicide openly, reduce stigma, and work with endings and loss in a way that empowers young people. Importantly, you will also explore your own responses to working with suicidality and how to use supervision and self-care to sustain this challenging work.

We will consider suicidality as a symptom across diagnoses (e.g., depression, bipolar, trauma), clinical risk indicators and when to escalate concerns. We will discuss crisis interventions, including inpatient care and medications.

We will also take into account the counsellor's role in recognising risk, maintaining safety, and collaborating with CAMHS, GPs, and psychiatrists.

Suggested Reading

- Pooky Knightsmith – *Staying Safe Online: How to Protect Your Mental Health* (for understanding online influences).
- Jonathan B. Singer – *Suicide in Schools: A Practitioner's Guide to Multi-Level Prevention, Assessment, Intervention, and Postvention*.
- Journal of Child Psychology and Psychiatry - Risk factors for nonfatal self-harm and suicide among adolescents
<https://pubmed.ncbi.nlm.nih.gov/34862981/>



Understanding the Importance of Helping CYP with Loss, Change, Transitions and Endings



Children and young people experience many transitions as they grow – moving schools, losing friends, entering puberty, parental separation, bereavement, or changes in care arrangements.

These experiences can bring feelings of grief, anxiety, and uncertainty, especially if they are sudden or unsupported.

In this module, we explore how these life changes impact children and young people emotionally, socially, and developmentally. We will consider how to recognise signs of stress or loss, and how to support CYP through these transitions with empathy and understanding.

The module also focuses on therapeutic endings. We'll look at how to plan and manage endings thoughtfully, helping young people to reflect on their progress, process their feelings, and leave therapy with a sense of closure and continuity.

Through discussion, case studies, and reflective exercises, you'll develop practical strategies for supporting children and young people through times of change, helping them to build resilience and navigate future transitions with greater confidence.

We'll also consider the therapist's own responses to endings and the importance of reflective practice and supervision. By the end of this module, you'll understand how to create meaningful and safe goodbyes.

Suggested Reading

- Laurence Steinberg – Adolescence
- Gary Neuman – Helping Your Kids Cope with Divorce the Sandcastles Way
- Rosalind Wiseman – Queen Bees and Wannabes
- Linda Goldman – Breaking the Silence: A Guide to Helping Children with Complicated Grief
- Nick Luxmoore – Young People, Death and the Unfairness of Everything



Group Project

Working collaboratively is a vital skill for counsellors, particularly when engaging with schools, fostering teams, social workers, and other professionals who support children and young people. This module focuses on developing your ability to work as part of a team, while deepening your knowledge of key counselling topics through research and shared learning.

You and your peers will form small groups to research, design, and deliver a short presentation on a chosen topic related to counselling CYP. This process helps you practice essential skills such as communication, delegation, time management, and public speaking — all of which are valuable in professional practice.



Creative Interventions

This module introduces you to a range of creative therapeutic techniques designed to help CYP express their feelings, explore experiences, and build resilience in a safe and non-threatening way. You'll learn how to integrate play and art-based interventions into your counselling sessions, adapting them to meet different developmental needs, abilities, and presenting issues. These approaches can be particularly helpful for children who have experienced trauma, neglect, or whose verbal skills are limited. Importantly, you'll also explore ethical considerations, including consent, safe use of materials, and ensuring that creative interventions always serve the therapeutic goals of the client. This module is highly practical and experiential, giving you hands-on experience with techniques that you can immediately begin to use in your work.



Group Supervision



As part of this course, you are required to complete 20 hours of placement counselling with children and/or young people.

This can be fulfilled in one of the following ways:

- Working with one client (aged 5–16) for 20 hours, or
- Working with two clients (for example, 10 hours each).

Alongside your placement, you will take part in a group supervision session. This will provide a professional, supportive space to reflect on your practice, share insights, and explore challenges with peers and your supervisor.

Structure of Group Supervision

- You will be allocated 30 minutes to present your client work.
- You may choose to present a single session, an emerging theme, or a difficulty you are experiencing.
- The focus is on reflection and exploration, not finding the “right” answers.

Supervision is also a key space for professional identity development. You will be encouraged to:

- Reflect on how your placement work contributes to your competence as a CYP counsellor.
- Consider how your experiences align with the BACP Competency Framework.
- Identify gaps in knowledge, skills, or confidence.





ASSIGNMENTS AND ASSESSMENT CRITERIA

Throughout this course, you will complete a range of assignments and assessments designed to demonstrate your learning and professional development.

Each assignment relates directly to the assessment criteria, ensuring you can evidence your knowledge, skills, and reflective practice.

You are not expected to meet every criterion in every assignment — different tasks will address different areas. Together, your assignments will build a complete picture of your competence as a Child and Adolescent Counsellor.

Reflective Journal

You are required to keep a reflective journal throughout the course. You are encouraged to reflect as fully as you wish on your personal and professional learning experiences.

A section of your writing will be submitted to meet selected criteria.

Group Exercises

During training days, you will take part in small and large group exercises and experiential activities. These are opportunities to practise counselling skills, explore theory in action, and reflect on your learning with peers. You may also draw on these experiences when writing your case studies or reflective assignment.

Online Assessments

At the end of each training day, you will complete a short online knowledge assessment (Google Forms). These assessments check your understanding of the day's learning and allow you to demonstrate knowledge against specific criteria.

Written Case Study

As part of your supervised placement, you will complete a written case study on a child or young person you have worked with (minimum 10 hours). The case study will explore their context, your therapeutic approach, progress made, and your reflections. It will be assessed against specific criteria to ensure you can demonstrate integration of theory and practice.

Supervision Engagement

Although not a written assignment, your participation in group supervision forms part of your assessment. You are expected to present your client work, reflect on your practice, and engage with peers in discussion.

FURTHER READING GUIDE

Introduction

This reading list is not exhaustive and you are not required to purchase every book listed here. It is designed to serve as a resource bank to support your learning throughout the course.

As you progress, you may discover specific areas of counselling and psychotherapy that interest you, such as trauma, neurodiversity, or therapeutic play. Use this guide as a starting point to deepen your knowledge and continue your professional development.

Where possible, check libraries, e-books, or second-hand retailers before buying new copies to keep costs down.

1. Foundations of Child and Adolescent Counselling

- Siegel, D. J., & Bryson, T. P. (2020). *The Power of Showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired*.
- Cicchetti, D. (2016). *Developmental Psychopathology, Risk, Resilience, and Intervention*.
- Luxmoore, N. (2017). *Practical Supervision for Counsellors Who Work with Young People*.
- Luxmoore, N. (2014). *Young People and the Curse of Ordinariness*.
- Siegel, D. J. (2013). *Brainstorm: The Power and Purpose of the Teenage Brain*.

2. Attachment Theory and Relational Practice

- Taylor, C., & Becker-Weidman, A. (2015). *Attachment Theory, Trauma and Healing: Understanding and Treating the Long-term Effects of Stress and Trauma on Human Development*.
- Harwood, E. (2024). *Raising Securely Attached Kids: Using Connection-Focused Parenting to Create Confidence, Empathy, and Resilience*.
- Hughes, D. (2017). *Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children*.
- Golding, K., Hughes, D., & Fain, J. (2019). *Healing Relational Trauma with Attachment-Focused Interventions*.

3. Trauma and Therapeutic Approaches

- Understanding the effects of trauma is essential in child and adolescent counselling. These books focus on recognising, understanding, and responding to trauma.
- Levine, J. E. (2024). *When Trauma Grips Our Children: The Basic Pyramid System for Counsellors, Teachers, and Caregivers to Support Healing*



- Goodyear-Brown, P. (2019). Trauma and Play Therapy: Helping Children Heal.
- de Thierry, B. (2025). The Trauma Recovery Handbook.
- Landolt, M. A., Cloitre, M., & Schnyder, U. (Eds.). (2025). Evidence-Based Treatments for Trauma-Related Disorders in Children and Adolescents.
- Osofsky, J. D. (Ed.). (2011). Clinical Work with Traumatised Young Children.
- van der Kolk, B. (2014). The Body Keeps the Score.

4. Play and Creative Interventions

- Webb, N. B. (2009). Play Therapy with Children and Adolescents in Crisis: Individual, Group, and Family Treatment.
- Ingram, C., Reade, C., & Green, J. (2026). Child-Led Therapy for Children with Complex Trauma: Just Playing?
- Malchiodi, C. (2015). Creative Interventions with Traumatised Children.
- Wilson, K., & Ryan, V. (2005). Play Therapy: A Non-Directive Approach for Children and Adolescents.

5. Neurodiversity

- Prizant, B. M. (2015). Uniquely Human: A Different Way of Seeing Autism.
- Silberman, S. (2015). NeuroTribes: The Legacy of Autism and the Future of Neurodiversity.
- Attwood, T. (2015). The Complete Guide to Asperger's Syndrome.

6. Equality, Diversity, and Inclusion

- Luxmoore, N. (2016). Horny and Hormonal: Young People, Sex and the Anxieties of Sexuality.
- Way, N. (2013). Deep Secrets: Boys' Friendships and the Crisis of Connection.
- Thompson, M. (2019). Best Friends, Worst Enemies: Understanding the Social Lives of Children.
- Russell, S. T., & Fish, J. N. (2019). LGBTQ Youth and Their Families: Understanding, Supporting, and Affirming Growing Identities.
- McIntosh, P. (2009). White Privilege: Unpacking the Invisible Knapsack.

7. Safe Clinical Practice, School Counselling, and Safeguarding

- Luxmoore, N. (2011). Working with Anger and Young People.
- Dundee City Council (2021). Staged Intervention – Team Around the Child Framework.
- Local Authority (2024). Team Around the Family – Child Protection Guidelines.
- NSPCC Safeguarding Children and Young People: Best Practice Guidance.



8. Understanding Mental Health Issues

Depression

- Abela, J. R. Z., & Hankin, B. L. (2019). *Handbook of Depression in Children and Adolescents*.
- Agency for Healthcare Research & Quality (2020). *Treatment of Depression in Children and Adolescents: A Systematic Review*.

Anxiety

- Zandt, F., & Barrett, A. (2020). *Creative Ways to Help Children Manage Anxiety*.
- Chansky, T. (2014). *Freeing Your Child from Anxiety*.

Self-Harm and Suicidal Ideation

- Walsh, B. (2012). *Treating Self-Injury: A Practical Guide*.
- Fortune, S., & Clarkson, H. (2019). *Understanding Suicide and Self-Harm in Young People*.

9. Loss, Grief, and Therapeutic Endings

- Samuel, J. (2021). *Grief Works with Children and Young People*.
- Goldman, L. (2014). *Breaking the Silence: A Guide to Helping Children with Complicated Grief*.
- Worden, W. (2002). *Children and Grief: When a Parent Dies*.
- McGhee, C. (2011). *Parenting Apart*.
- Kelly, J. B., & Emery, R. E. (2004). *The Truth About Children and Divorce*.

10. Therapist Wellbeing and Self-Care

- Figley, C. R. (Ed.). (2013). *Compassion Fatigue: Coping With Secondary Traumatic Stress Disorder in Those Who Treat the Traumatised*.
- Skovholt, T. M., & Trotter-Mathison, M. (2016). *The Resilient Practitioner: Burnout Prevention and Self-Care Strategies for Counsellors, Therapists, Teachers, and Health Professionals*.
- Luxmoore, N. (2008). *Feeling Like Crap: Young People and the Meaning of Self-Esteem*.





ONLINE TRAINING PREPARATION AND ETIQUETTE ON ZOOM

As part of this course, some training sessions and supervisions will take place online using Zoom. To get the most out of online learning, it is important to prepare well and follow good online etiquette. This ensures a professional, safe, and respectful environment for everyone.

Before the Session

- **Check your technology:** Ensure your internet connection is stable. Test your camera, microphone, and speakers in advance.
- **Quiet environment:** Choose a private space with minimal background noise. Use headphones where possible.
- **Background:** Ensure your background is neutral and free from distractions, or use a blurred background option on Zoom.
- **Resources:** Have your course materials, notebook, and water ready before the session begins.

During the Session

- **Be on time:** Log in a few minutes early so the group can begin promptly.
- **Camera on:** Keep your camera switched on to create presence and connection with the group (unless agreed otherwise).
- **Mute when not speaking:** This reduces background noise and ensures everyone can hear clearly.
- **Professional presence:** Dress appropriately as you would for an in-person session.
- **Engage fully:** Avoid multitasking (emails, phones, other work) so you can give your full attention to the session.

Participation and Communication

- **Use the chat box appropriately:** For questions or reflections, without interrupting the flow of teaching.
- **Raise your hand:** Use the Zoom “raise hand” function or a visual cue if you want to contribute.
- **Respectful interactions:** Speak clearly, listen attentively, and avoid interrupting others.
- **Confidentiality:** Do not record or screenshot sessions. Information shared online remains private and within the group.

Self-Care in Online Learning

- Online sessions can feel intense. Take regular screen breaks when allowed.
- Keep hydrated and move around during breaks.
- Be aware of “Zoom fatigue” and practice self-care after sessions (e.g., fresh air, relaxation).



TUTOR AND PASTORAL SUPPORT

At The Wellbeing Academy, we want every learner to feel safe, supported, and valued throughout their training.

We recognise that counselling training is both rewarding and emotionally demanding, so we provide a strong network of tutor and pastoral support to help you thrive personally and professionally.

Tutor Support

Your tutor is here to guide you throughout the course and will:

- Help you understand assessment requirements and criteria.
- Provide individual tutorials on request to review your progress and development.
- Offer constructive feedback on assignments and practical skills.
- Support you in integrating theory, personal insight, and placement experience.

Our tutors are approachable, compassionate and committed to helping you succeed. If you're unsure about anything, just ask - we're here to help.

Pastoral and Wellbeing Support

We know that counselling training can sometimes bring up strong feelings, personal challenges or moments of self-reflection that feel overwhelming. If you need emotional or wellbeing support at any stage, you can speak in confidence to your tutor or the Centre Director.

We can offer:

- One-to-one pastoral meetings.
- Guidance about managing stress or workload.
- Signposting to personal therapy, supervision, or specialist support.
- Reasonable adjustments for health, neurodiversity, or accessibility needs.

Your emotional wellbeing matters just as much as your academic progress.

Additional Support & Inclusive Practice

We are committed to inclusive, accessible, and trauma-informed practice. At induction, you'll have the opportunity to share any learning needs, health considerations, or accessibility requirements so that we can make appropriate adjustments to support you.

Your wellbeing, growth, and sense of belonging are at the heart of everything we do. If you ever feel unsure, stuck, or simply need to talk something through, please reach out — you don't have to navigate this journey alone.

Equal Opportunities, Reasonable Adjustments & Special Considerations

At The Wellbeing Academy, we want every learner to feel safe, respected, and supported. If you have a disability, learning difference, health need, or personal circumstance that could affect your learning, please let us know at the start of the course, or at any point if things change.

We can offer reasonable adjustments such as extra time, alternative formats or changes to how assessments are completed. We'll work with you to understand your needs and ensure the qualification remains fair and aligned with CPCAB standards.

If something unexpected happens during the course (for example, illness or bereavement), you may be eligible for special consideration. Just contact your tutor or the Centre Director as soon as possible.

A full Reasonable Adjustments & Special Considerations Policy is available to read by clicking this link. <https://www.thewellbeingacademy.co.uk/policies>

Attendance Requirements

This qualification is professionally accredited and has strict attendance rules set by CPCAB.

To successfully complete the course:

- You must attend the first training day and the final training day
- You may only miss one teaching day across the whole course
- If you miss more than one day, you will need to attend the missed teaching day(s) with a future cohort
- Your Diploma cannot be awarded until all required days have been completed

If unforeseen circumstances arise, please talk to your tutor so we can support you appropriately.

Internal Moderation, Verification

Throughout your training, your work is assessed by your tutors and then reviewed through moderation and verification processes to ensure fairness and consistency.

Internal Moderation

Our Internal Verifier may sample your assignments. This helps make sure marking is consistent and aligned with CPCAB expectations.

Independent Verification

Each year, CPCAB randomly samples candidate portfolios from every centre. This means your work may be selected for external verification by CPCAB, a standard part of the quality assurance process.

Annual External Verifier

A CPCAB External Verifier (EV) visits the centre each year to review sample portfolios, meet tutors, and confirm that the qualification is being delivered to national standards. You may be invited to speak with the EV, though this is optional.

Appeals & Complaints

We hope your experience with us is positive and supportive, but if something doesn't feel right, you have the right to raise concerns.

Complaints

If you are unhappy about any part of your learning experience, please:

1. Speak to the person involved or your tutor (informal stage)
2. If unresolved, submit a written complaint (formal stage)
3. If still unresolved, you may request an appeal reviewed by an independent panel

If, after our full process, you believe the centre hasn't followed its own procedures fairly, you can contact CPCAB for a review.

Appeals

If you believe an internal assessment decision was unfair, inconsistent, or discriminatory (not just because you disagree with it), you may appeal.

A tutor-independent reviewer will reassess your work, and if necessary, a panel will make a final decision.

Full policies for Appeals and Complaints are available for review at this link.

<https://www.thewellbeingacademy.co.uk/policies>