

<b>Title:</b>	Therapeutic Youth Work in Practice
<b>Level:</b>	5
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Unique Reference Number:</b>	F/650/4680
<b>Sector Subject Area:</b>	13.1 Teaching and Lecturing
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to explore the skills, activities, contexts, and impact of Therapeutic Youth Work practice. Learners must have access to a real work environment and be familiar with Youth Work practice.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Be able to develop and demonstrate an understanding of the four key tenets of Therapeutic Youth Work Practice, therapeutic alliance and the model of Therapeutic Youth Work.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to develop an understanding of Therapeutic Youth Work – Conversations, Work Relationships, Work Environments and Work Activities in applying Therapeutic Youth Work practice. They will review the Therapeutic Youth Work Model and assess how it can be used to develop critical relationships through Therapeutic Youth Work practice to drive individual, community and systems change.

The learner must:

- 1.1 Explain the **four key tenets** of Therapeutic Youth Work practice.
- 1.2 Discuss the role of **therapeutic alliance** in enabling Therapeutic Youth Work.

1.3 Review the **Therapeutic Youth Work model** and assess how this can be used to develop critical relationships through Therapeutic Youth Work practice.

2. Be able to critically explore Therapeutic Youth Work in practice.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to explore the skills needed for Therapeutic Youth Work Conversations with young people; the relationship building skills needed to enhance Relationships; how to enhance the setting to be a Therapeutic Youth Work Environment and how Activities can be further developed into Therapeutic Youth Work Activities. They will then analyse how a therapeutic alliance with young people has been created through their practice.

The learner must:

- 2.1 Discuss the purpose of **Therapeutic Youth Work conversation**, and the skills needed for this.
- 2.2 Identify, and develop, the relationship building skills needed to enhance Therapeutic Youth Work relationships.
- 2.3 Assess a **range of activities** used in own practice and describe a plan for their development as Therapeutic Youth Work activities.
- 2.4 Critically explore how a Youth Work setting could be enhanced into a Therapeutic Youth Work environment.
- 2.5 Analyse ways a therapeutic alliance with young people has been created in own practice.

3. Be able to critically evaluate and analyse safeguarding considerations in Therapeutic Youth Work.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to develop an understanding of Contextual Safeguarding; identify the skills needed for effective safeguarding; discuss National Youth Agency guidance on personal, professional and environmental boundaries; how to set up a safeguarding culture in their own practice; how the Therapeutic Youth Worker should use supervision to support themselves and how young people can be involved in co-delivery of Therapeutic methods and Activities.

The learner must:

- 3.1 Explore and develop an understanding of Contextual Safeguarding.
- 3.2 Identify and explore the skills needed for effective safeguarding in Therapeutic Youth Work.
- 3.3 Discuss the professional boundary considerations that are needed in Therapeutic Youth Work.
- 3.4 Identify and discuss how to foster a culture of safeguarding in own practice.
- 3.5 Assess the role and purpose of supervision for the Therapeutic Youth Worker.
- 3.6 Discuss how young people can be involved in co-delivery of Therapeutic Youth Work methods and activities.

4. Be able to critically evaluate the impact of Therapeutic Youth Work in own practice.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to review the impact of using Therapeutic Youth Work in their practice; demonstrate how supervision has been used to develop their own boundaries and to design their own continued professional development plan as Therapeutic Youth Work Practitioners.

The learner must:

- 4.1 Review the impact of using Therapeutic Youth Work in own practice.
- 4.2 Demonstrate how supervision has been used to develop own Therapeutic Youth Work practice and professional boundaries.
- 4.3 Design a development plan for own continued professional development in Therapeutic Youth Work practice.

**Scope of Training**

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

**Requirements**

<p><b>Four Key Tenets</b></p>	<p>Therapeutic Youth Work practice is for all practitioners working with young people. It is an intentional practice and not a programme. As a slowed, consistent and relational practice it supports practitioners to enhance young people’s voice, leadership, agency and action, to make sustained changes that are tailored rather than a one-size-fits-all approach.</p> <p>Therapeutic Youth Work practice uses a social pedological lens and draws on Youth Work values, principles and ethics. It blends trauma informed approaches, healing-centred practice, Rogers’ (1957) three core conditions, Empowering Coaching™ (StreetGames &amp; University of Birmingham, 2016) with practices of hope and social justice to guide the practice and achieve a therapeutic alliance with young people.</p> <p>This blended approach seeks to address the intersectional disadvantage through a deliberate strength-based mindset that aims to turn the adversity young people may face to an advantage. This is done through radical self-care, mutual support and resilient networked relationships that unlock power, status and resource for young people to make the sustained change(s) they wish to see. This blended approach facilitates the 4 key tenets of Therapeutic Youth Work:</p> <ul style="list-style-type: none"> <li>• Therapeutic Youth Work Conversation</li> <li>• Therapeutic Youth Work Relationships</li> <li>• Therapeutic Youth Work Environments</li> <li>• Therapeutic Youth Work Activities</li> </ul> <p>Together, these ensure a therapeutic alliance with young people that is strength based, and influences self-determined and interconnected change in young people’s lives and communities.</p>
<p><b>Therapeutic Alliance</b></p>	<p>Therapeutic Youth Work Model:</p> <p>Relationships are the critical resource in Therapeutic Youth Work and are the drivers for individual, community and systems change. Using the flexible, non-hierarchical and non-sequential model of Therapeutic Youth Work to provide a framework for the practice</p>

	<p>ensures that Therapeutic Youth Work is intentional in unlocking critical relationships.</p> <p>Therapeutic Youth Worker role: The Therapeutic Youth Worker's role is to support the identification of relationships that will add power, status and resource into young people's lives and their communities. This is done by actively co-curating the pathways to developing strength-based and healthy relationships. These give young people a 'hand out' and a 'leg up' as a means of reducing intersectional disadvantage.</p> <p>Ensuring a spectrum of safeguarding is crucial in Therapeutic Youth Work for the young person and practitioner. Safeguarding competencies enable the practitioner to apply a dynamic risk assessment that reduces harm and prevents concerns escalating. Here boundaries are important because although in Youth Work we use friendly approaches, we are not young people's friends. This must be made clear in the Therapeutic Youth Work relationship and practice. Therapeutic Youth Work practitioners should receive supervision and one-to-one support on a regular basis to ensure that their work remains safe and supportive.</p> <p>Influence: By supporting the enablement of young people to create whole systems changes, Therapeutic Youth Work will help to ensure young people are not returned to the same contexts, relationships, systems and institutions from which they started. In doing so, they enhance voice, leadership, agency and action to mitigate intersectional disadvantage.</p> <p>Application in cross-sector practice: Therapeutic Youth Work is a universal and targeted Youth Work and youth support practice. Within a THRIVE mental health and wellbeing framework (Wolpert et al., 2019) Therapeutic Youth Work is part of 'Getting Advice', 'Getting Help' and 'Getting More Help'. Within youth justice and public health approaches,</p>
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	<p>Therapeutic Youth Work is primary and secondary level. In the 'Continuum of Need', Therapeutic Youth Work is Universal and Universal Plus. With regard to the 5 ways to wellbeing (NHS, 2019), Therapeutic Youth Work connects across all five themes</p> <p>This module focuses on Therapeutic Youth Work practice. The learner will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• Therapeutic Youth Work Conversations;</li> <li>• Therapeutic Youth Work Relationships;</li> <li>• Therapeutic Youth Work Environments; and</li> <li>• Therapeutic Youth Work Activities, in applying Therapeutic Youth Work practice.</li> </ul> <p>The learner's understanding of safeguarding and boundaries is crucial in Therapeutic Youth Work practice. Through critical analysis and discussion, the learner will apply Therapeutic Youth Work practice in their setting.</p>
<p><b>Therapeutic Youth Work Model</b></p>	<p>The Therapeutic Youth Work model developed by Carr (2022) integrates therapeutic principles into youth work to enhance the well-being of young people. It emphasises creating a supportive and healing environment through a relational approach, strengths-based practice, holistic support, empowerment, trauma-informed care, and community connection.</p> <p>The Therapeutic Youth Work model by Carr (2022) provides a robust framework for developing critical relationships between youth workers and young people. By integrating relational approaches, strengths-based practices, holistic support, empowerment, trauma-informed care, and community connection, this model fosters trust, engagement, and personal growth. Through consistent, empathetic, and collaborative efforts, youth workers can build strong, supportive relationships that significantly enhance the well-being and development of young people. Continuous evaluation and adaptation ensure that these relationships remain effective and responsive to the evolving needs of young people.</p>

<p><b>Therapeutic Youth Work Conversation</b></p>	<p>Therapeutic Youth Work conversations aim to provide young people with a supportive and safe space to explore their thoughts, feelings, and experiences. These conversations are integral to fostering personal growth, emotional healing, and empowerment.</p> <p>The primary purposes of these conversations include:</p> <ul style="list-style-type: none"> <li>• Building trust and rapport</li> <li>• Emotional expression and validation</li> <li>• Identifying strengths and resources</li> <li>• Problem-solving and coping strategies</li> <li>• Setting and achieving goals</li> <li>• Promoting positive behavioural change</li> </ul> <p>To facilitate effective therapeutic conversations, youth workers need a combination of interpersonal, communication, and therapeutic skills. Key skills could include:</p> <ul style="list-style-type: none"> <li>• Active listening</li> <li>• Empathy</li> <li>• Building rapport</li> <li>• Asking open-ended questions</li> <li>• Reflective practice</li> <li>• Non-judgemental attitude</li> <li>• Confidentiality and trust</li> <li>• Goal setting and planning</li> <li>• Providing feedback</li> <li>• Patience and perseverance</li> <li>• Cultural competence</li> </ul>
<p><b>Range of Activities</b></p>	<p>Learners must use examples of activities from their own practice.</p> <p>Activities could include:</p> <ul style="list-style-type: none"> <li>• Youth work and nature</li> <li>• The Arts</li> <li>• Sports</li> <li>• Youth work and games</li> </ul>