

MANAGING COMPLEX AND DUAL RELATIONSHIPS WHEN COUNSELING YOUNG PEOPLE IN A SCHOOL

- SUE LEWIS



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Resource Guide

About Sue Lewis

Since qualifying as a counsellor in 1998, I have worked with children, young people and adults in a variety of contexts (including the NHS, Voluntary Sector, Employee Assistance Programmes and Private Practice).

For 9 years, I worked for Relates young peoples counselling service, providing counselling in primary and secondary schools. I currently work as a secondary school counsellor, as well as seeing adults, children, and young people in private practice in Derbyshire.

I am senior accredited counsellor and supervisor with BACP. I have been supervising since 2004, both privately and for organisations. This includes offering individual and group supervision to counsellors working with young people. Having previously worked as a primary school teacher; I have worked with children and young people all my working life.

I am passionate about the Person-centred Approach. I have co-facilitated a Person-centred counselling diploma course in Nottingham for 4 years and currently facilitate the Certificate in Working with Children and Young People at Temenos in Sheffield.



Sue Lewis



Event Details

In this event, Sue will reflect on some of the complexities of relationships which can arise when working as a counsellor in a school environment. You may be asked to work with siblings, friends, partners, or to take on roles outside of the counselling room. Using scenarios from practice, she will consider what principles might guide us as we deal with such complexities.



Certificate in Counselling Children and Young People

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A 10 day course over five 2-day blocks for qualified counsellors/psychotherapists who work with children and young people or who wish to work with this age group.



Complex and Dual Relationships - Principles

- Where possible, think about the implications of the possible dual relationship before deciding whether to embark on it (for you and for the client)
- Weigh up the possible benefits and pitfalls. If appropriate, discuss these with the client, so you are aware of their view of the situation
- If possible, discuss in supervision
- Discuss / reflect again as the situation evolves

Complex and Dual Relationships - Principles

- Ask yourself the question: am I able to offer an effective therapeutic relationship to my client in these circumstances?
- Try to have a clear agreement with the client, and others around the client about your role and where you stand on confidentiality.
- Where appropriate, explain decisions you have made to the client and why you made them

Complex and Dual Relationships - Principles

Listen to your gut feelings

Ask yourself "Do I want to do this?"

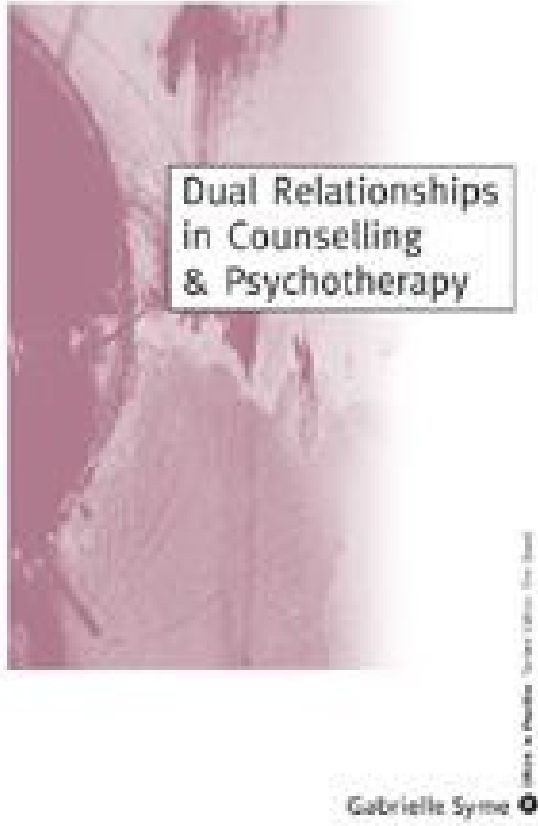
Be open to re-considering situations each time they arise in a different context

Be prepared to explain your actions

It's tempting to tell yourself it will probably be Ok – take time to consider what if it isn't?



Reading



'This thought-provoking book should be required reading for all trainers, practitioners and supervisors. It examines the complex issues that arise when the clinician enters into a relationship with the client beyond the psychotherapeutic boundaries' - Healthcare Counselling and Psychotherapy Journal

A recent development in the profession is a consideration of the appropriate use of touch. This is looked at in some detail in this book with useful guidelines of the issues to be considered in deciding whether to touch a client or not.

The issue of dual relationships with clients, trainees and supervisees affects most counsellors or psychotherapists at some point in their careers. Many practitioners are unclear about such boundary issues and how, when and if it is appropriate to enter into a dual relationship, whether as a friend, business partner or sexual partner. These relationships are seldom neutral and can have a powerful beneficial or detrimental impact on the person seeking help.

Dual Relationships in Counselling & Psychotherapy examines the circumstances in which such relationships arise and provides guidelines on how to ethically manage, avoid or even to develop dual relationships. It also clearly defines the limits beyond which practitioners must not go.....

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Contact Sue

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