

BRIERCREST

CO 703 Counselling Problems and Procedures Winter 2019

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Course Dates: February 11-15, 2019

3 Credit Hours

COURSE DESCRIPTION

A study of counselling interventions from several therapeutic perspectives. This course will cover essential skills in family therapy, the counselling process from intake to termination, and emergency procedures in mental health practice.

Prerequisite: CO 603 Foundations of Marriage and Family Therapy

COURSE INTEGRATION

This course builds upon the theoretical ideas of the integrated model presented in CO 603 Foundations of Marriage and Family Therapy, and will enable the student to think practically about using narrative practices in a counselling practice.

COURSE TEXTS AND REQUIRED READING

- Brown, J. E. (1997). The question cube: A model for developing question repertoire in training couple and family therapists. *Journal of Marital and Family Therapy, 23, 1, 27-40.* (On the reserve shelf)
- Freedman, Jill, and Combs, G. (1996). *Narrative Therapy: The Social Construction of Preferred Realities.* New York: W.W. Norton.
- McGee, Daniel, A. Del Vento, and J. B. Bavelas (2005). An interactional model of questions as therapeutic interventions. *Journal of Marital and Family Therapy, 31, 4, 371-384.*
- Pare, David and Mishka Lysack (2004.) The willow and the Oak: From monologue to dialogue in the scaffolding of therapeutic conversations. *Journal of Systemic Therapies, 23, 1, 6-20.*
- Tomm, K. (1987). "Interventive Interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process, 26, 3-13.* (Station CD-1)
- Tomm, K. (1987). "Interventive Interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process, 26, 167-183.* (Station CD-1)
- Tomm, K. (1988). "Interventive Interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions. *Family Process, 27, 1, 1-15.* (Station CD-1)
- White, Michael, and Epston, David (1990). *Narrative Means to Therapeutic Ends.* New York: W. W. Norton & Company.
- White, Michael (2007). *Maps of narrative practice.* New York: W. W. Norton.

Zimmerman, Jeffrey L., and Dickerson, Victoria C. (1996). *If Problems Talked*. New York: The Guilford Press.

SUGGESTED ADDITIONAL READING

Beyerbach, Mark (2009). Integrative brief solution-focused therapy: A provisional roadmap. *Journal of Systemic Therapies*, 28, 3, 18-35.

Carey, Maggie, and Russell, Shona (2002). Externalising - commonly asked questions. *The International Journal of Narrative Therapy and Community Work*, No. 2, 76-84.

Goncalves, O. F., Machado, P. P. P., Korman, Y., and Angus, L. (2002). Assessing psychopathology: A narrative approach. In Beutler, L., and Malik, M. L. eds., *Rethinking the DSM: A psychological perspective*, Washington: APA Books.

Thomas, Leonie (2002). Poststructuralism and therapy - what's it all about? *The International Journal of Narrative Therapy and Community Work*, No. 2, 85-89.

Sinclair, S. L., and Monk, G. (2004). Moving beyond the blame game: Toward a discursive approach to negotiating conflict within couple relationships. *Journal of Marital & Family Therapy* 30,3, 335-347.

Strong, Tom (2008). Externalizing questions: A micro-analytic look at their use in narrative therapy. *The International Journal of Narrative Therapy and Community Work*, 3, 59-71.

Walker, Michael T. (2001). Practical applications of the Rogerian perspective in postmodern psychotherapy. *Journal of Systemic Therapies*, 20, 2, 41-57.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

1. The student will gain a broader understanding of the biblical, theological, and psychological ideas that provide the ground for a narrative approach to counselling.
2. The student will experience a growing curiosity in the possibilities of conversations to bring about desired changes in clients' lives.
3. The student will be able to conceptualize and articulate a clear intervention strategy, based on an understanding of human nature, problems, and the application of grace.

COURSE OUTLINE AND CONTENT

- A. Overview of the model
- B. Basic concepts in Narrative procedures and methodology
- C. The construction of reflexive questions
- D. The use of narrative maps
- E. Applications to special challenges

ASSIGNMENTS

Pre-Course Assignments:

1. **Reading:** Each student will write a 500-750-word reflective paper on each of the four textbooks:
 - a. Freedman, Jill, and Combs, G. (1996). *Narrative Therapy: The Social Construction of Preferred Realities*. New York: W.W. Norton.
 - b. White, Michael (2007). *Maps of narrative practice*. New York: W. W. Norton.
 - c. White, Michael, and Epston, David (1990). *Narrative Means to Therapeutic Ends*. New York: W. W. Norton & Company.
 - d. Zimmerman, Jeffrey L., and Dickerson, Victoria C. (1996). *If Problems Talked*. New York: The Guilford Press.
 - e. Each student will also write a 500 – 700-word paper on the articles by Karl Tomm on interventive interviewing.

Value: 40%

Due on **February 11, 2019** (first day of class)

Post-Course Assignments:

1. **Post-course writing:** Each student will write a case study based upon the following imaginary counselling situation. Mrs. Jones calls complaining that her 13-year-old daughter, Sara, has become unmanageable, and that what used to be a very close, best-friend kind of relationship has become one of constant conflict. Sara is the oldest of 3 children, and has a brother Joe, 10, and a sister, Kathy, 8. Mrs. Jones has been married to Mr. Jones for 15 years. As you work through the steps of the assignment, you may use your imagination to add other pieces of information about the family or individuals to help you write a coherent paper. [If you have an actual case, either an actual counselling situation, or a more informal situation in which you played a helping role that you could write about for this assignment, that would be great, but please see me about making this change. Also, be sure to gain the person(s)' permission.] [It is also possible to use your own family, or aspects of your own story, for this assignment.] The study will include the following elements:
 - a. Assessment.
 - i. The presenting problem, and how the first contact was made.
 - ii. Initial thoughts and curiosity about the case informed by:
 1. Biblical and theological principles and passages
 2. The client's family and cultural background, the family's developmental stage and place in the family life cycle, and other factors that may have a bearing on the counsellor's understanding of the persons involved, i.e., Bowenian family systems theory considerations. Include a genogram.
 3. The underlying "deep longings" and how they show themselves in the presenting problem, i.e., Crabb's psychodynamic considerations.
 4. The family's strengths and resources.
 5. Some further reflections of curiosity.
 - b. Treatment plan: Using the maps of narrative practice, describe a treatment plan that you would develop for this client/family. Remember that as a family therapist, you

will be concerned for the whole family, and that as a narrative therapist, you will want to use those practices in thinking about the steps of the treatment plan. Include a landscapes map.

Please write your case study using the above outline. The overall purpose of the paper is to treat a case so as to demonstrate competence in understanding and evaluating the problems, procedures, and goals the marriage and family counsellor has and uses in the counselling process.

Length: 3000 words

Due: **April 12, 2019**

Value: 60%

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible, arrangements must be made with the course professor. A maximum of 1 full day of class can be foregone. Students should request to withdraw from the course or move the course to an audit if additional time is missed.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or illness who may need academic accommodations should discuss them with the course instructor after contacting the Student Success Centre in person (Room #215), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca).

BIBLIOGRAPHY

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- Allender, D. B., and Longman, T. (1992). *Bold Love*. Colorado Springs: NavPress.
- American Psychiatric Association. (2013) *Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition*.
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- Augsburger, D. W. (1981). *Caring enough to forgive: true forgiveness*. Ventura, CA: Regal Books.
- Augsburger, D. (1986). *Pastoral Counselling Across Cultures*. Philadelphia: Westminster.
- Bedrosian, Richard C., and Bozicas, George D. (1994). *Treating Family of Origin Problems: A Cognitive Approach*. New York: Guilford.
- Benner, D.G. (1990). *Healing Emotional Wounds*. Burlington, Ont.: Welch Publishing Company.
- Brown, J. E. (1997). The question cube: A model for developing question repertoire in training couple and family therapists. *Journal of Marital and Family Therapy*, 23, 1, 27-40.
- Browning, C. H., and Browning, B. J. (1986). *Private Practice Handbook: The Tools, Tactics & Techniques for Successful Practice Development*, third edition. Los Alamitos, CA: Duncliff's International.
- Carbonell, J.L., and Figley, C.R. (1996). Commentary on Lewis and Stokes - When trauma hits home: Personal trauma and the family therapist. *Journal of Marital and Family Therapy*, 22, 1, 53-58.
- Carter, B., (1995). Focusing your wide-angle lens. *The Family Therapy Networker*, 19, 6, 31-35.
- Cosgrove, M. P. (1988). *Counseling for Anger*. In the series Resources for Christian Counseling, Collins, G. R., ed. Dallas: Word.
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- Davis, L. (1991). *Allies in Healing*. New York: HarperCollins.
- Dickerson, V., and Zimmerman, J. (1995). A constructionist exercise in anti-pathologizing. *Journal of Systemic Therapies, Vol. 14, No. 1*, pp. 3-11.
- Doherty, W., and Wylie, M.S., (1995). The Good Therapist. *The Family Therapy Networker, 19, 6*, 20-24.
- Finkelhor, David (1987). The trauma of sexual abuse: two models. *Journal of interpersonal violence, 2*, Dec., 348-366.
- Freedman, Jill, and Combs, G. (1996). *Narrative Therapy: The Social Construction of Preferred Realities*. New York: W.W. Norton.
- Friedman, S. (1995). *The Reflecting Team in Action*. New York: Guilford
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- Hargrave, T.D., and Sells, J.N. (1997). The development of a forgiveness scale. *Journal of Marital and Family Therapy, 23, 1*, 41-64.
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- Hermans, Hubert J. M. and Els Hermans-Jansen (1995). *Self-narratives: The construction of meaning in psychotherapy*. New York: Guilford.
- Kendall-Tackett, K.A., Williams, L.M., and Finkelhor, D. (1993). Impact of sexual abuse on children: A review and synthesis of recent empirical studies. *Psychological Bulletin, 113*, pp162-180.
- Layton, M., (1995). Mastering mindfulness. *The Family Therapy Networker, 19, 6*, 28-30.
- Lipchik, Eve (2002). *Beyond technique in solution-focused therapy: Working with emotions and the therapeutic relationship*. New York: Guilford.
- Mearns, Dave (2003). *Developing Person-Centred Counselling*. London: SAGE Publications.
- Millon, T., and Davis, R. (1995). Conceptions of personality disorders: Historical perspectives, the DSMs, and future directions. In Livesly, W. J., ed. *The DSM-IV Personality Disorders*. New York: Guilford.
- Morrison, J. (2014) *DSM-5 Made Easy: The clinician's guide to diagnosis*. New York: Guilford.
- Olthuis, James H. (2001). *The Beautiful Risk: A New Psychology of Loving and Being Loved*. Grand Rapids: Zondervan.

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- Strong, Tom. (2002). Constructive Curiosities. *Journal of Systemic Therapies*, 21, 1, 77-90.
- Taffel, R., (1995). Honoring the everyday. *The Family Therapy Networker*, 19, 6, 25-27.
- Tomm, K. (1987). "Interventive Interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process*, 26, 3-13. (Reserve shelf)
- Tomm, K. (1987). "Interventive Interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, 26, 167-183. (Reserve shelf)
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- White, Michael, and Epston, David (1990). *Narrative Means to Therapeutic Ends*. New York: W. W. Norton & Company.
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