

# BRIERCREST

## CO 703 Counselling Problems and Procedures Fall 2020

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Course Dates: Oct 26-30, 2020 (section 1) or November 2-6, 2020 (section 2)

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 interventions at each stage of the therapeutic process.

### COURSE READING

#### *Required Texts*

Patterson, J., Williams, L., Edwards, T., Chamow, L., Grauf-Grounds, C. (2018). Essential skills in family therapy: From the first interview to termination (3<sup>rd</sup> ed.). New York, NY: The Guilford Press.

Miller, W. R. (2018). *Listening well: The art of empathetic understanding*. Eugene, OR: Wipf & Stock.

#### *Required Articles or Chapters*

Alberta Health Services (2016) *Enhancing concurrent capability: Comprehensive assessment*. Retrieved on June 11, 2020 from <https://www.albertahealthservices.ca/assets/info/amh/if-amh-ecc-comprehensive-assessment.pdf>

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.

Combs, G., & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. *The Counseling Psychologist*, 40(7), 1033-1060. **(available through Canvas)**

D'Aniello, C., Piercy, F., Dolbin-MacNab, P., & Perkins, M. (2019). How clients of marriage and family therapists make decisions about therapy discontinuation and persistence. *Contemporary Family Therapy*, 41(1), 1-11.

Dickerson, V. (2010). Positioning oneself within an epistemology: Refining our thinking about integrative approaches. *Family Process*, 49(3), 349-368.

Freedman, J. (2019). The Willow and the oak: Introduction to the classic article. *Journal of Systemic Therapies*, 38(1), 61-61. **(available through Canvas)**

Miller, W., & Rollnick, Stephen. (2013). Chapter two: The spirit of motivational interviewing In *Motivational interviewing: Helping people change (3rd ed.)* (pp 14-23). New York: Guilford Press. **(available through Canvas)**

Pare, D., & Lysack, M. (2004). The willow and the oak: From monologue to dialogue in the scaffolding of therapeutic conversations. *Journal of Systemic Therapies*, 23(1), 6-20.

Poole, Nancy, & Greaves, Lorraine. *Becoming Trauma Informed*. (pp. xi – 36 only) Canada: Centre for Addiction and Mental Health, 2012. **(available through Canvas)**

Sharry, J., Darmody, M., & Madden, B. (2002). A solution-focused approach to working with clients who are suicidal. *British Journal of Guidance & Counselling*, 30(4), 383-399.

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

### ***Recommended***

Crabb, L (2013). *Understanding people: Why we long for relationship*. Zondervan.

Freedman, Jill, and Combs, G. (1996). *Narrative Therapy: The Social Construction of Preferred Realities*. New York: W.W. Norton.

Miller, W., & Rollnick, Stephen. (2013). *Motivational interviewing: Helping people change (3rd ed.)*. New York: Guilford Press.

White, M. (2007). *Maps of Narrative Practice*, W. W. Norton & Company, Inc, New York, NY.

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

*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

- Students will understand therapeutic stance and how it affects all of therapy
- Students will understand the process and procedures for the beginning, middle and end of therapy
- Students will acquire and practice a variety of therapeutic skills through role play, discuss situations in which to use them and how they may be used differently depending on therapeutic approach
- Students will learn about crisis interventions and practice suicide screening

## COURSE OUTLINE AND CONTENT

DAY	TOPIC	SUPPORTING RESOURCES
Monday	INTRODUCTION THERAPEUTIC STANCE <ul style="list-style-type: none"> <li>• Person-centred</li> <li>• Systemic</li> <li>• Influential</li> <li>• De-centred</li> <li>• Trauma-informed</li> </ul>	Becoming Trauma Informed, pp. xi-36  Motivational interviewing: Helping people change (3rd ed.) Chapter two, pp. 14-24  Narrative, poststructuralism, and social justice: Current practices in narrative therapy.  Positioning oneself within an epistemology: Refining our thinking about integrative approaches.  Practical applications of the Rogerian perspective in postmodern psychotherapy
	THERAPEUTIC PROCESS & PROCEDURES <ul style="list-style-type: none"> <li>• Throughout therapy               <ul style="list-style-type: none"> <li>○ Professional behaviour</li> <li>○ File keeping</li> <li>○ Supervision</li> </ul> </li> </ul>	Essential Skills in Family Therapy: From the First Interview to Termination
Tuesday	THERAPEUTIC PROCESS & PROCEDURES (continued) <ul style="list-style-type: none"> <li>• Beginning               <ul style="list-style-type: none"> <li>○ Engaging client</li> <li>○ Understanding client</li> </ul> </li> <li>• Middle               <ul style="list-style-type: none"> <li>○ Collaborating with client</li> </ul> </li> <li>• End               <ul style="list-style-type: none"> <li>○ Evaluating goals and effectiveness of treatment</li> <li>○ Terminating</li> </ul> </li> </ul>	Enhancing concurrent capability: Comprehensive assessment  Essential Skills in Family Therapy: From the First Interview to Termination  How clients of marriage and family therapists make decisions about therapy discontinuation and persistence
Wednesday	THERAPEUTIC SKILLS <ul style="list-style-type: none"> <li>• Non-verbal skills</li> <li>• Verbal skills</li> </ul>	Essential Skills in Family Therapy: From the First Interview to Termination

		<p>Listening Well: The Art of Empathetic Understanding.</p> <p>Narrative, poststructuralism, and social justice: Current practices in narrative therapy.</p> <p>Practical applications of the Rogerian perspective in postmodern psychotherapy</p> <p>The willow and the oak: From monologue to dialogue in the scaffolding of therapeutic conversations.</p> <p>The question cube: A model for developing question repertoire in training couple and family therapists.</p>
Thursday	<p>THERAPEUTIC SKILLS (continued)</p> <ul style="list-style-type: none"> <li>• Crisis intervention</li> <li>• Systemic interventions</li> </ul>	<p>A solution-focused approach to working with clients who are suicidal.</p> <p>Essential Skills in Family Therapy: From the First Interview to Termination</p>
Friday	BRINGING IT ALL TOGETHER	

### ASSIGNMENTS (submitted to Canvas)

#### *Pre-Course Assignments:*

1. **Reading:** Read all required texts, articles and chapters.  
 Due: Oct 26, 2020 (section 1) First day of class  
 Nov 2, 2020 (section 2) First day of class
2. **Reflection Paper:** Write a 1000-word reflection paper on your current therapeutic stance having considered the different perspectives presented in the following texts, articles or chapters:
  1. Becoming Trauma Informed, pp. xi-36
  2. Chapter two: The spirit of motivational interviewing, pp. 14-24
  3. Positioning oneself within an epistemology: Refining our thinking about integrative approaches.
  4. Narrative, poststructuralism, and social justice: Current practices in narrative therapy.

In this paper also reflect on how your biblical anthropology influences your therapeutic stance (material covered in CO 603 i.e., humanity created in God's image and also fallen).

Due: Oct 26, 2020 (section 1) First day of class  
 Nov 2, 2020 (section 2) First day of class

Value: 20%

3. **Intake and Assessment Paper and Forms:** Based on chapters 2-4 of *Essential skills in family therapy* and *Enhancing concurrent capability: Comprehensive assessment* write a 750-word paper on the role of information gathering for beginning therapy and the manner in which

to do it. Also, create both an intake form and an assessment form based what information you believe is important to collect, ensuring you balance depth of information collection with time spent on this in counselling. Your intake form and assessment form will be used for the post-course assignment.

Due: Oct 26, 2020 (section 1) First day of class  
Nov 2, 2020 (section 2) First day of class

Value: 20%

***Post-Course Assignments:***

1. **Case Study:** The purpose of this assignment is to treat a case in order to demonstrate understanding of the therapeutic stance, process, procedures, and skills of a counsellor.

Each student will write a case study based upon an imaginary counselling situation with a family that has at least three members. Aspects of an actual case (non-identifiable), either from a formal counselling situation, or a more informal situation in which you played a helping role can be used. It is also possible to use aspects of your own family and story for this assignment.

As you work through the steps of the assignment, *use your imagination create a full description* of the family, the individuals and your counselling sessions with them to help you complete the various elements. The case study will include the following elements:

1. Written description of the case family including current situation, family structure and reason for coming to counselling (1 pages)
2. First session
  - i. Written description of your first contact (1 page)
  - ii. Written description of your first session with the family including how you conducted the session to complete informed consent, intake form and determine if the family would like to return. (2-3 pages)
  - iii. Completed intake form (1-2 pages)
  - iv. Completed progress note (1 page)
  - v. Written description of your metacognition about the case including initial thoughts and further curiosities about the family informed by (2-3 pages):
    1. Biblical and theological principles and passages
    2. Cultural considerations
    3. Family's developmental stage and place in the family life cycle
    4. Bowenian family systems theory considerations
    5. Crabb's psychodynamic considerations and underlying "deep longings"
    6. The family's strengths and resources.
3. Assessment session
  - i. Written description of your assessment session including how you conducted the session to complete the assessment, genogram and timeline (2-3 pages)
  - ii. Completed assessment form (2-3 pages)
  - iii. Completed genogram (1 page)
  - iv. Completed timeline (1 page)
  - v. Completed progress note (1 page)

- vi. Written description of your metacognition about the case including initial thoughts and further curiosities about the family informed by factors mentioned above in 2.v. (2-3 pages)
4. Treatment planning session
  - i. Written description of your treatment planning session including how you conducted the session to discuss family goals, shared your recommendations and came to agreement on a treatment plan (2-3 pages)
  - ii. Completed progress note (1 page)
  - iii. Written description of your metacognition about future sessions with the family and the theoretical direction of your treatment approach focusing one (or more) of the following (2-3 pages):
    1. Systemic approach
    2. Narrative therapy approach
    3. Psychodynamic approach
    4. Other therapeutic approaches

Due: Dec 25, 2020 (section 1)

Value: 60%

Jan 1, 2021 (section 2)

## 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***

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### ***Modular Courses***

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Online Courses***

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

### ***Semester-Based Courses***

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive

absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

***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 health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([academicresourcecentre@briercrest.ca](mailto:academicresourcecentre@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).