

# BRIERCREST

## CO 714 Counselling Systems and Approaches Fall 2021

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Course Dates: November 15-19, 2021

3 Credit Hours

### COURSE DESCRIPTION

This survey course looks at a variety of current approaches to counselling and psychotherapy. It includes an extensive survey of systemic approaches, including the influence of postmodern ideas on this work. The course is intended to provide a broad background in systemic approaches for students of counselling and for others interested in the theological, philosophical, and technical bases of systems theory.

### COURSE INTEGRATION

There are an estimated 400 different approaches and techniques to helping people through counselling. This survey course will look at a variety of the major current approaches to counselling and psychotherapy.

### COURSE TEXTS

Hubble, Mark, Barry Duncan & Scott Miller, Eds. (2010). *The Heart and Soul of Change: Delivering What Works in Therapy, Second Edition*. Washington, DC: American Psychological Association.

McMinn, Mark, R., and Campbell, Clark D. (2007). *Integrative Psychotherapy: Toward a Comprehensive Christian Approach*. Downers Grove, IL: IVP Academic.

Nichols, Michael P., and Davis, Sean. (2016). *Family Therapy: Concepts and Methods, Eleventh Edition*. Boston: Pearson.

**Note:** This textbook is only available for purchase as an e-text through the [Pearson website](#).

Mental Health Commission of Canada. [www.mentalhealthcommission.ca](http://www.mentalhealthcommission.ca).

### Additional Resource:

[Gladding, Samuel T., and Alderson, Kevin \(2011\). \*Counselling: A Comprehensive Profession, First Canadian Edition\*. Pearson.](#)

*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

- Historical knowledge of basic types of approaches to helping people change.
- An evaluative understanding of these various approaches, especially in the comparison between individualistic and family systems approaches in order to appreciate the complexity of systemic approaches.
- Development of ideas about how to think about how change happens for people.
- Appreciation for the creativity used to develop the various systems and approaches.
- Curiosity about the larger field of psychotherapy.

### COURSE OUTLINE AND CONTENT

Survey of the various approaches to counselling and psychotherapy, with an emphasis on cognitive and behavioural approaches

- The individualistic therapies
- Psychoanalytic and psychodynamic theories
- Person-centered counselling
- Adlerian counselling
- Existential counselling
- Gestalt therapy
- Reality therapy
- Behavioural therapy
- Cognitive-behavioural therapy
- The postmodern therapies
- Solution-focused therapy
- Narrative therapy
- Integrative models

Discussion and review of the common factors involved in effective counselling

- Relationship factors
- Therapeutic model factors
- Hope and expectancy factors
- Extra-therapeutic factors

Choosing a model

Class will start at 9:00 a.m. on Monday morning. Class times for the remainder of the week will be established by the professor. Students should plan to be in class until 1:00 p.m. on Friday. All assignments should be in APA format.

### ASSIGNMENTS

Please submit all written assignments to Canvas.

#### *Pre-Course Assignments:*

Study the website of the Mental Health Commission of Canada and write a review of the issues it tackles, policies it promotes, and the resources that it offers. Length: 3-4 pages.

**Due: Monday, November 15, 2021**

**Value: 10%**

**Post-Course Assignments:**

1. Write a reflective paper on the chapters in *The Heart and Soul of Change* that discuss the common factors, and reflect on the significance of these ideas for counselling. Also, reflect on the latter sections of the book as well. The intention of this assignment is to lead you to some reflection on the meta-issues of counselling and psychotherapy, such as the factors that produce change, what it is that changes in counselling, and what the overall vision of the results of change might be, so that you will be able to think more thoroughly about each of the other approaches, rather than “being blown and tossed by the wind” (James 1:6) of every new idea. Length: 6-8 pages.

**Due: Friday, January 14, 2022**

**Value: 30%**

2. Write a paper summarizing the ideas presented by McMinn and Campbell. Specifically, consider the issues involved in the integration of Christian and psychological resources for the work of counselling, and their application in symptom-focused, schema-focused, and relationship-focused interventions. Length: 6-8 pages.

**Due: Friday, January 14, 2022**

**Value: 30%**

3. Write a paper on the systemic therapies as described in Nichols and Davis. This is to be a descriptive paper, intended to help you understand **the distinctive marks of each, the specific techniques pertinent to each, and the distinctive ideas about what constitutes satisfactory change**. A concluding brief paragraph should provide an evaluation from a Christian and biblical point of view. Particularly, pay attention to the way in which systemic approaches are congruent with a communal understanding of Christian life. Specifically, review the following ten:

Solution-focused

Narrative

Experiential

Milan systemic

Emotionally focused

Cognitive-behavioural

Structural

Strategic

Psychodynamic

Bowenian

Length: 6-8 pages.

**Due: Friday, January 14, 2022**

**Value: 30%**

## 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 Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([egordon@briercrest.ca](mailto:egordon@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

**REFERENCES**

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