

BRIERCREST

CO 703 Counselling Problems and Procedures Spring 2022

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Course Dates: May 2-6, 2022

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 TEXTS

Required Texts and Articles

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.

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. R. and Moyers, T. B. (2021). *Effective Psychotherapists: Clinical skills that improve client outcomes*. The Guildford Press.
- 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.
- Patterson, J., Williams, L., Edwards, T., Chamow, L., Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination (3rd ed.)*. The Guilford Press.
- 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.
- Miller, W., & Rollnick, Stephen. (2013). *Motivational interviewing: Helping people change (3rd ed.)*. Guilford Press.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends* (1st ed.). Norton.
- White, M. (2007). *Maps of narrative practice*, W. W. Norton & Company, Inc.
- Counselling Students are expected to refer to Briercrest Seminary's APA Format and Style Guides and Guide for Writing Research Papers, available as a PDF document 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"> • Client-centred • Strength-based • Systemic • Collaborative • Influential • Trauma-informed 	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. Practical applications of the Rogerian perspective in postmodern psychotherapy
	THERAPEUTIC PROCESS & PROCEDURES <ul style="list-style-type: none"> • Throughout therapy <ul style="list-style-type: none"> ○ Professional behaviour ○ File keeping ○ Supervision 	Essential Skills in Family Therapy: From the First Interview to Termination
Tuesday	THERAPEUTIC PROCESS & PROCEDURES (continued) <ul style="list-style-type: none"> • Beginning <ul style="list-style-type: none"> ○ Engaging client ○ Understanding client • Middle <ul style="list-style-type: none"> ○ Collaborating with client • End <ul style="list-style-type: none"> ○ Evaluating goals and effectiveness of treatment ○ Terminating 	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"> • Non-verbal skills • Verbal skills 	Essential Skills in Family Therapy: From the First Interview to Termination Effective Psychotherapists: Clinical skills that improve client outcomes. Narrative, poststructuralism, and social justice: Current practices in narrative therapy. Practical applications of the Rogerian perspective in postmodern psychotherapy The willow and the oak: From monologue to dialogue in the scaffolding of therapeutic conversations.

		The question cube: A model for developing question repertoire in training couple and family therapists.
Thursday	THERAPEUTIC SKILLS (continued) <ul style="list-style-type: none"> • Crisis intervention • Systemic interventions 	A solution-focused approach to working with clients who are suicidal. Essential Skills in Family Therapy: From the First Interview to Termination
Friday	BRINGING IT ALL TOGETHER	

ASSIGNMENTS

Please submit all written assignments to Canvas and follow APA formatting.

Pre-Course Assignments:

1. **Reading and Reflection Paper:** Read all required texts, articles and chapters. Write a 4-page reflection paper on your current therapeutic stance making reference to the different perspectives presented in the following texts, articles or chapters:
 1. Effective Psychotherapists
 2. Becoming Trauma Informed, pp. xi-36
 3. Chapter two: The spirit of motivational interviewing, pp. 14-24
 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: May 1, 2022

Value: 20%

2. **Reference Paper and Intake and Assessment Forms:**

Write a 3 to 4-page reference paper on the role of information gathering for beginning therapy and the manner in which to do it, based on the following sources:

Essential skills in family therapy (Chapters 2-4)

Enhancing concurrent capability: Comprehensive assessment

Create an intake form and an assessment form/guide based what information you believe is important to collect, ensuring you balance depth of information collection with usefulness to the therapeutic process. Indicate in a statement at the beginning of each form how each will be used (i.e., Intake form – completed independently by the client and submitted or by telephone with the counsellor entering the client responses). Your intake form and assessment form/guide will be used for the post-course assignment.

For this assignment you will submit to Canvas:

1. 750-word essay (Word)
2. Intake form (Word or PDF)
3. Assessment form/guide (Word or PDF)

Due: May 1, 2022

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 client(s). 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. *Please note MC students can choose to do an individual client or a family for their case study. MAMFT student must use a family that has at least three members for their case study.

As you work through the steps of the assignment, *use your imagination to create a full description* of the client(s) and your counselling sessions with them to help you complete the various elements. The case study will include the following elements and should clearly follow this outline, in this order in the paper:

1. **Description of the client(s):** Written description of the client(s) including current situation, family structure and reason for coming to counselling (1 page).
2. **First contact:** Written description of your first contact with the client(s) to initiate therapy, *focusing on your actions* as a therapist as you worked to engage and understand the client contacting you (1 page).
3. **Intake form:** Completed intake form and indication of how this information was collected (1-2 pages).
4. **First session:**
 - i. **First session description:** Written description of your first session with the client(s) *focusing on how you* conducted the session to engage the client(s), complete informed consent, gather information to understand the client(s) and determine if the client(s) would like to return. (2-3 pages).
 - ii. **Metacognition description:** Written description of your metacognition about the case including client strengths and resources, initial thoughts and further curiosities about the client(s) informed *by some* of the following (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"; and/or
 6. Attachment needs.
 - iii. **Progress note:** Completed progress note following the DAP format (1-1.5 pages).
5. **Second session**
 - i. **Second session description:** Written description of your client-centred "assessment" session *focusing on how you* conducted the session to complete the assessment form, genogram and timeline (2-3 pages). (Assume that you are able to "assess" and understand the family in the first two sessions, even though some clients will take longer than this).

- ii. **Assessment form:** Completed assessment form (2-3 pages).
 - iii. **Genogram:** Completed genogram (1 page).
 - iv. **Timeline:** Completed timeline of client/family life cycle, significant events, and crisis relevant to what brings the client(s) to therapy (1 page).
 - v. **Metacognition description:** Written description of your metacognition about the case including hypothesis about the problem(s) the client(s) is facing (informed by factors mentioned above in 2.v.), growing insight into client strengths, potential unique outcomes, and opportunities for change (2-3 pages).
 - vi. **Progress note:** Completed progress note following the DAP format (1-1.5 pages).
- 6. Third session**
- i. **Third session description:** Written description of your collaborative “treatment planning” session *focusing on how you* conducted the session to arrive at a shared family goal(s), shared your insights and recommendations and came to agreement on a treatment plan (2-3 pages).
 - ii. **Metacognition description:** Written description of your metacognition about future sessions with the client(s) 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. Emotionally-focused/attachment approach;
 4. Solution-focused approach; and/or
 5. Other therapeutic approaches.
 - iii. **Progress note:** Completed progress note following the DAP format (1-1.5 pages).

Due: July 1, 2022

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

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 8:30 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). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).