

BRIERCREST

CO 714 Counselling Systems and Approaches Fall 2023

Professor: Sari Faith, R. Psych.

Email: sfaith@briercrest.ca; sari@feelinggoodinstitute.com

Course Dates: November 13-17, 2023

Course Delivery Method: Online

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 counseling. This survey course will look at a variety of the major current approaches to counselling and psychotherapy. The course is particularly intended to provide a broad background in systemic approaches for students of counseling and for others interested in the theological, philosophical and technical bases of systems theory.

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. (2017). *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.

Mental Health Commission of Canada. www.mentalhealthcommission.ca.

Additional Resource

Gladding, Samuel T., and Alderson, Kevin (2011). *Counselling: A Comprehensive Profession*, First Canadian Edition. Pearson. (www.amazon.ca/Counselling-Comprehensive-Profession-First-Canadian/dp/0138009899/ref=sr_1_2?ie=UTF8&qid=1506974948&sr=8-2&keywords=counseling+a+comprehensive+profession)

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 counseling and psychotherapy, with an emphasis on cognitive and behavioural approaches:

- The individualistic therapies
- Psychoanalytic and psychodynamic theories
- Person-centered counseling
- Adlerian counseling
- Existential counseling
- 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 counseling:

- 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

Value: 10%

Due: Monday, November 13, 2023

Post-Course Assignments:

All post-course assignments are due Friday, January 12, 2024.

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

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

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
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

Modular 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

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

REFERENCES

Corey, Gerald. (2021). *Theory and Practice of Counseling and Psychotherapy, Tenth Edition*. Boston, MA: Cengage Learning.

Hubble, M., Duncan, B. & Miller, S. (2010). *The Heart and Soul of Change: What Works in Therapy, Second edition*. Washington, DC: American Psychological Association.

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

BIBLIOGRAPHY

Bardill, D. R. (1997). *The Relational Systems Model for Family Therapy: Living in the Four Realities*. New York: Haworth. 616.89 B

Botkin, D. R. (2000). Family play therapy: A creative approach to including young children in family therapy. *Journal of Systemic Therapies*, 19, 3, 31-42.

- Bowen, C., Madill, A. & .. (2002). Parental accounts of blaming within the family: A dialectical model for understanding blame in systemic therapy. *Journal of Marital & Family Therapy*, 28, 2, 129-144.
- Burg, J. E. (2000). Adventures in family therapy. *Journal of Systemic Therapies*, 19, 3, 18-30.
- Campbell, T.L. (2003). The effectiveness of family interventions for physical disorders. *Journal of Marital & Family Therapy*, 29, 2, 263-282.
- Cooper, G. (2001). Instant reframe. *Psychotherapy Networker*, March/April, 14.
- Corey, G. (2001). *Theory and Practice of Counseling and Psychotherapy, Sixth Edition*. Brooks/Cole.
- Dattilio, F. (2003). Learning to love the problem: The art of helping the impossible family. *Psychotherapy Networker*, Sep/Oct, 71ff.
- Deacon, S. A. and Volker, T. (2000). Discovering creativity in family therapy: A theoretical analysis. *Journal of Systemic Therapies*, 19, 3, 4-17.
- Denborough, D. (2001). *Family Therapy: Exploring the Field's Past, Present and Possible Futures*. Adelaide: Dulwich Centre Publications.
- Doherty, W. (1995). The Good Therapist. *Family Therapy Networker*, Nov/Dec.
- Fish, L. S. (2000). Hierarchical relationship development: Parents and children. *Journal of Marital & Family Therapy*, 26, 4, 501-510.
- Fishman, H. C., & Andes, F. (2001). Enhancing family therapy: The addition of a community resource specialist. *Journal of Marital & Family Therapy*, 27, 1, 111-116.
- Fraenkel, P. (2005). Whatever happened to family therapy? It may be in better shape than you think. *Psychotherapy Networker*, May/Jun, 30ff.
- Gladding, S. T. (1998). *Family therapy: History, theory and practice*. Upper Saddle River, NJ: Prentice-Hall. 616.8914 G.
- Golden, L. B. (2004). *Case Studies in Marriage and Family Therapy*. Upper Saddle River, NJ: Pearson.
- Gordon, L. (2005). "Adulthood": Helping twentysomethings leave the nest. *Psychotherapy Networker*, Mar/Apr, 73ff.
- Hodge, D. R. (2005). Spiritual assessment in marital and family therapy: A methodological framework for selecting from among six qualitative assessment tools. *Journal of Marital & Family Therapy*, 31, 4, 341-356.
- Lebow, J. (2003). Family therapy scorecard: Research shows the family approach is often the treatment of choice. *Psychotherapy Networker*, Jan/Feb, 73ff.
- Liddle, H. A., & Rowe, C. (2000). Toward a developmental family therapy: The clinical utility of research on adolescence. *Journal of Marital & Family Therapy*, 26, 4, 485-500.
- Lund, L. K., Zimmerman, T. S., & Haddaock, S. A. (2002). The theory, structure, and techniques for the inclusion of children in family therapy: A literature review. *Journal of Marital & Family Therapy*, 28, 4, 445-454.
- Lysack, M. (2002). From monologue to dialogue in families: Internalized other interviewing and Mikhail Bakhtin. *Sciences Pastorales*, 21, 2, 219-244.

- Madden-Derdich, D. A. & Leonard, S. A. (2002). Parents' and children's perceptions of family processes in inner-city families with delinquent youths: A qualitative investigation. *Journal of Marital & Family Therapy*, July, 355-369.
- Madsen, W. (1999). *Collaborative therapy with multi-stressed families: From old problems to new futures*. New York: Guilford. 616.89156 M183
- McLendon, D, T. McLendon & Petr, C. G. (2005). Family-directed structural therapy. *Journal of Marital & Family Therapy*, 31, 4, 327-339.
- Means-Christensen, A. J., Snyder et al. (2003). Assessing nontraditional couples: Validity of the marital satisfaction inventory revised (MSI-R) with Gay Lesbian and cohabiting heterosexual couples. *Journal of Marital & Family Therapy*, January, 69-83.
- Melito, R. (2003). Values in the role of the family therapist: Self determination and justice. *Journal of Marital & Family Therapy*, January, 3-11.
- Minuchin, S., Lee, W., and Simon, G. M. (1996). *Mastering Family Therapy: Journeys of Growth and Transformation*. New York: John Wiley & Sons. 616.89156M.
- Nichols, M. P. (1999). *Inside Family Therapy: A Case Study in Family Healing*. Boston: Allyn and Bacon.
- Northey, W. F., Jr., Wells, K. C. & (2003). Childhood behavioral and emotional disorders. *Journal of Marital & Family Therapy*, 29, 4, 523-545.
- Patterson, J., Williams, L., Gaud-Gronds, C., & Chamow, L. (1998). *Essential Skills in Family Therapy: From the first Interview to Termination*. New York: Guilford.
- Pipher, M. (2003). Advice to a young therapist: Learning to trust the wisdom of the family. *Psychotherapy Networker*, Sep/Oct, 58ff.
- Rober, P. (2002). Constructive hypothesizing, dialogic understanding, and the therapist's inner conversation: Some ideas about knowing and not knowing in the family therapy session. *Journal of Marital & Family Therapy*, 28, 4, 467-478.
- Roffman, A. (2005). Function at the junction: Revisiting the idea of functionality in family therapy. *Journal of Marital & Family Therapy*, 31, 2, 259-268.
- Sori, C. F., & Sprenkle, D. H. (2004). Training family therapists to work with children and families: A modified delphi study. *Journal of Marital & Family Therapy*, 30, 4, 479-495.
- Wendel, R., K. R. Gouze and M. Lake (2005). Integrative, module-based family therapy: A model for training and treatment in a multidisciplinary mental health setting. *Journal of Marital & Family Therapy*, 31, 4, 357-370.
- Wiener, D. J. (2000). Rehearsals for Growth: Activity clinical change via theater improvisation. *Journal of Systemic Therapies*, 19, 3, 43-54.
- Wylie, M. S. (1992). The evolution of a revolution. *Family Therapy Networker*, Jan/Feb, 16ff.