

BRIERCREST

CO 703 Counselling Problems and Procedures Winter 2024

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Course Dates: April 15-19, 2024
In-person, on campus

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)**

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

Students are expected to refer to Briercrest Seminary's APA 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>) and their myBriercrest.ca email account.

COURSE OUTCOMES

- Students will understand therapeutic stance and how it affects all of therapy and reflect on their own emerging stance
- Students will understand the processes 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 paper on your emerging therapeutic stance, reflecting on any perspectives and values presented from the following sources that resonated with you most:
 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** integrate how your biblical anthropology relates to the values in your emerging therapeutic stance (material covered in CO 603 i.e., humanity created in God's image and also fallen).

Due: April 13, 2024

Value: 20%

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

Write a 3 to 4-page essay, with reference to the following sources, responding to the question of "How can you gather relevant information in a client-centred and collaborative manner as you begin a therapeutic relationship?"

Effective Psychotherapists

Enhancing concurrent capability: Comprehensive assessment

Essential skills in family therapy (Chapters 2-4)

Create an intake form and an assessment question guide based on 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 guide will be used for the post-course assignment. Please cite any sources used to inform the development of your intake form and assessment guide.

For this assignment you will submit to Canvas:

1. 3-4 page essay (Word)
2. Intake form (Word or PDF)
3. Assessment question guide (Word or PDF)

Draft* Due: April 14, 2024

*You will be able to revise the components of this assignment after some class discussion/activities.

Final Due: April 16, 2024 Value: 20%

Post-Course Assignments:

1. DRAFT of first part of Case Study and Peer Review

Following the full instructions for post-course assignment #2 (see below), submit your draft of the following components of your Case Study for professor feedback and for assigned peer reviewer feedback:

1. Description of the client(s)
2. First contact
3. First session:
 - a. First session description
 - b. Metacognition description
 - c. Progress note

Peer Reviewer: Review your classmate's draft and provide them written feedback on clarity of what they wrote and ideas for them to consider to enhance their Case Study in both content and editing.

Draft Due: May 10, 2024

Value: 15%

Peer Review Feedback Due: May 17, 2024

2. 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. Cultural considerations;
 2. Family's developmental stage and place in the family life cycle;
 3. Bowenian family systems theory considerations;
 4. Attachment needs;
 5. Crabb's psychodynamic considerations and underlying "deep longings"; and/or
 6. Biblical and theological principles and passages.
 - 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 4.ii.), 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: June 14, 2024

Value: 45%

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

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).