



McMaster Divinity College

MS 3XY3/ 5XY5/ 6XY6

Healing Conversations with Children & Adolescents: A Survey of Counselling Theory and Techniques

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1. COURSE DESCRIPTION

Healing conversations can happen in many different contexts in ministry, but those with children and adolescents can be enhanced by developing intervention and communication skills which address their unique needs. This hybrid course will survey theories, basic skills, and techniques relevant to counselling children and adolescents in a pastoral counselling and ministry context. Prime focus will be on what is different about healing conversations with this population compared to counselling with adults. Pre-modern, modern, and post-modern theories will be included. Specific conversational and intervention techniques will be explored and demonstrated, including cognitive, behavioral, experiential, family, play, art, and crisis intervention therapy modalities. The course will extensively use case study, role play, and practice of counselling skills to prepare the student to apply course material.

Prerequisites: While previous coursework in basic counselling skills, human development, and psychopathology is recommended, it is not mandatory to benefit from this training. However, if no previous coursework or experience, it is recommended that students purchase and read the Flanagan & Hall** text below, preferably prior to the first class.

SPECIALIZATIONS: Counseling and Spiritual Care, Church and Culture, Christian World View,

DOCTORAL STUDENTS: DPT and PhD students are required to do additional reading and research to fulfill the requirements of their degrees for 5XY5 and 6XY6 (see below)

2. COURSE FORMAT

This hybrid course will utilize both synchronous and asynchronous activities to reach course objectives.

- A. Synchronous: (**Synchronous time is slightly reduced in comparison to other Hybrid courses in order to meet the demands of skills practice*)
 - i. Online lectures and class discussion approximately every other week with the professor *Mondays 9am to 11am – Jan 4 & 18, Feb 1, March 1, 15, & 29, April 5th* (14 hrs)
 - ii. One intensive session, live on-campus during Intensive Hybrid Week, all day *Friday February 19th 8am to 5pm* (8 hrs) (as world conditions permit)

- B. Asynchronous:
- i. Reading, watching videos including taped lectures, and other online activities on the student's own time.
 - ii. * Dyadic and group assignments: Students are expected to invest considerable time in case study, role play, and practicing counselling skills with each other outside of class time in order to apply the content of the course to prepare them for counselling.

3. LEARNING OBJECTIVES

Since this is a skills-development course, the learning objectives for each specialization are the same, however the final project is different for Counseling and Spiritual Care Students.

Knowing

- To understand the range of unique theories of change and intervention techniques available in counselling children and adolescents and engaging them in therapeutic dialogue
- To understand the essential skills and ethical issues in counselling children and adolescents
- To understand the assessment of developmental, individual, relational, cultural and other social factors that influence the counselling process and choice of counseling goals and interventions
- To understand both the opportunities and the limitations inherent in pastoral counseling with children and adolescents
- To develop a deeper knowledge of one approach to counselling children and adolescents

Being

- To develop ways of interacting with children and adolescents that uses their language and experience to make relational connection
- To increase tolerance in hearing others' pain and being open to the experience of one's own pain.
- To increasingly practice empathic listening skills, effective responses, and appropriate support in all our relationships

Doing

- To apply theoretical content to real-world situations through analyzing and discussing case studies
- To observe, identify, and practice helpful versus non helpful responses in counselling children and adolescents
- To develop skills in assessing, setting counseling goals, choosing intervention strategies, evaluating outcome, and planning follow-up in counselling children and adolescents
- To develop skills in identifying the need for and facilitating referrals for further psychological and medical help when necessary
- To identify resources within our communities to provide support, education, and further help for children, adolescents, and their families

4. COURSE TEXTS

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts should be purchased before the first day of class. Please contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

A. Required Textbooks:

Cook-Cottone, Catherine P., Anderson, Laura M., & Kane, Linda S. *The Elements of Counseling Children and Adolescents*. Second Edition. New York: Springer, 2019. (160 pp)

Jones, Brenda L., Duffey, Thelma, and Haberstroh, Shane, eds. *Child and Adolescent Counseling Case Studies: Developmental, Relational, Multicultural, and Systemic Perspectives*. New York: Springer, 2016. (312 pp)

Choose one or both of the following, depending on your ministry focus:

Lester, Andrew D. (1985). *Pastoral Care with Children in Crisis*. Westminster: John Knox Press. (144pp)

Weaver, Andrew J., Preston, John D., & Jerome, Leigh W. (1999) . *Counseling troubled teens and their families : A handbook for pastors and youth workers*. Nashville : Abingdon Press. (252pp)

B. Additional Texts *required* for Doctoral Students (*recommended* for Masters level):

Flanagan, Kelly S., and Hall, Sarah E. *Christianity and Developmental Psychopathology: Foundations and Approaches*. Downer's Grove, IL: InterVarsity Press, 2014. (450 pp).

** If you have already read this book as part of the Professor's Human Development Course, then contact the professor for suitable reading according to your doctoral focus.

Mason, Karen. (2014). Preventing Suicide: A Handbook for Pastors, Chaplains, and Pastoral Counselors. InterVarsity Press: Downer's Grove, IL. (232 pp)

C. Also recommended:

Wright, H. Norman. (2011). The Complete Guide to Crisis and Trauma Counseling: What To Do and Say When It Matters Most. Bethany House: Minneapolis, MN. (449 pp)

** Has several chapters specific to crisis intervention with children and adolescents. Particularly recommended if the student has not and will not be taking the *Crisis Intervention* course.

D. Additional articles – Required and Recommended:

To supplement lectures, additional articles and videos will be required as asynchronous activities on the class website on A2L. Other resources are also provided on A2L to aid students in preparing for their class projects.

5. INSTRUCTOR

Biography: Cathryn Harris, Ph.D. C.Psych. is an Affiliate Professor at McMaster Divinity College. She is a Registered Psychologist (CPO) with competencies in both Clinical and Counselling Psychology, a Registered Marriage and Family Therapist, and Approved Supervisor in Marriage and Family Therapy with AAMFT and CAMFT, and a Certified EMDR Therapist. For 35 years, and currently fulltime, she has provided psychotherapy and psychological assessments to individuals, couples, families, children and adolescents in outpatient private practice. She has also worked in inpatient and day treatment programs, and provided consultation to pastors, teachers, and business professionals on individual and organizational issues. She has been continuously involved in the training and supervision of Christian mental health professionals for over 30 years, beginning as Adjunct Professor at Rosemead School of Psychology and at Fuller Graduate Seminary for a short while, and for the longest time as Clinical Supervisor for a Christian counselling ministry that placed counselling interns in churches throughout Southern California. It has also been her privilege on a few occasions to provide counselling skills training specifically to Pastors, and enjoys being able to do more of this at MDC. Dr. Harris has been married for over 30 years to another psychologist, and has one adult daughter who has managed to survive that experience.

Contact and Availability: Dr. Harris is available for one-on-one consultation briefly after class and during breaks on the day class is scheduled. Otherwise, students may contact her at drcathrynharris@gmail.com. *Please make sure you put "Child & Adolescent Course" in the subject line of any email to rapidly identify your communication.*

6. COURSE REQUIREMENTS

A. Class Participation - 10% of grade

Since this is a skills-development course, full participation in both synchronous and asynchronous, individual and group activities is expected.

- i. Attendance
- ii. Dyadic/ Triadic Case discussions and Skill Practice within your study group

Additional for Doctoral Students:

- iii. 20 minute presentation on paper topic.

B. Assignments – All students

i. **Group Project: Case Formulation and Role Play based on Case Study:**

(30% of grade Masters Level, 25% grade Doctorate level) - **due Thursday February 18th, with presentation in class February 19th on Hybrid Intensive Day.**

The assignment is based on Jones et al's "Assignment 1" pages 272-275– Details will be given on the first day of class, including the specific cases involved and the case modifications for the assignment, placed in ministry context. Groups will be formed the first day in class. It is expected that you will meet within your groups to work on the assignment goals each week, in tandem with the course content for the first four weeks of the class. (This asynchronous group activity replaces the additional half-day live class time commitment usually allotted to a hybrid course).

ii. Mid Term Theoretical Paper:(30% of grade Masters Level, 25% grade Doc level) – **due March 8th**
The student will focus on one counselling theory or approach for their midterm paper, summarizing the theoretical foundation, major concepts, and key techniques when counselling children OR adolescents (choose one age range).

iii. Final Application Paper: (30% of grade Doctoral Level, 25% grade Doc level) – **Due April 5th.**

Counselling and Spiritual Care Specialization and DPT students (as appropriate):

Skills Demonstration and Analysis

This project represents the practical application of this course in demonstrating specific communication and intervention skills for engaging children and adolescents in healing dialogues. The final project (due April 1st, 40% of final grade) will consist of the student videotaping their demonstration of one therapeutic modality or technique, preferably with a child or teen volunteer, based on their mid term paper, providing a written analysis of the theory and skills employed in the demonstration. The assignment is partly described in Cottone, pages 149-151 and will be detailed in the first class.

Church and Culture, and Christian World View Specializations and PhD students (as appropriate):

Case Analysis and Theoretical Integration with Practical Ministry

This project represents the practical application of this course in demonstrating how different approaches to counseling children and/or adolescents can be utilized in a ministry context.

The student will choose one case study in Jones et al that has NOT also been discussed in class, and write an analysis based on the assignment described in Jones et al on page 276.

1. How is this case relevant to your current or future ministry context?
2. What are your thoughts on the case conceptualization for the case you chose? How would you additionally conceptualize the spiritual needs of the child, teen, and/or family involved? How would you encounter such a case in your ministry context and what might be your role?
3. What techniques and strategies used by the counselor in this case seemed the most effective and why? Would these techniques and strategies be effective in your ministry context and why or why not? Would these techniques and strategies address the spiritual needs of the child/teen and why or why not?
4. Choose a different approach, technique or strategy, based on your mid-term paper, other than that described in the case study. Describe why you would use this approach with this case, how you would use it specifically, and how it would fit with your ministry context and/or the assessed spiritual needs of the child/teen.
5. List references relevant to this case analysis in addition to those you have used in your mid-term paper, and list resources that you would refer to in your geographical area for this case.

C. Additional Assignments: Doctoral Students – 15%

Based on a case of your choosing, either from the texts of the course, or from your ministry context, apply the developmental assessment analysis system proposed by Flanagan and Hall, including an appropriate threat of harm assessment for the identified patient and their

family, and develop an appropriate treatment plan based on the therapeutic approach of your choice in your mid term project. Details will be provided in class.

7. COURSE ADMINISTRATION

College Style for Submission of Written Work: All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <http://mcmasterdivinity.ca/wp-content/uploads/2018/02/mdcstyleguide.pdf>. Failure to observe appropriate form will result in grade reductions.

Statement On Academic Honesty: Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <https://mcmasterdivinity.ca/rules-regulations>.

Gender Inclusive Language: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Submission of Work:

All written assignments are to be submitted online through Avenue to Learn on the class page. NO SUBMISSIONS BY EMAIL. Due dates for assignments are indicated in class schedule. 2% per day penalty for late submission. Video portions of group and sfinal project are to be uploaded to a faculty drop box or provide Zoom or Webex link with password. Details will be provided in class.

Cell Phone/Computer Policy: Students are to refrain from texting or conducting cell phone conversations while class is in session. Should you need to maintain contact with family members and/or your church or ministry, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the session. The same policy applies to all computer generated sound schemes or other electronic annunciation systems.

Copyright: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

8. **COURSE SCHEDULE:**

Synchronous, online class sessions will include lectures, case studies, demonstration and practice of skills, as well as group discussions and other activities. Asynchronous assignments are due at the beginning of the next on-line class, and include reading, group discussion, skill development, practicing skills, and other online activities through A2L.

Date	Activity
MODULE 1	HOW TO BEGIN: PHASE 1 ALLIANCE AND ASSESSMENT
Jan 4th	<p>Online Class: Introductions and Introduction</p> <hr/> <p><i>Introduction to the Course: Review of Syllabus and Assignments</i> <i>Formation of groups and assignment of case studies for group project</i> <i>The Goals and Phases of Counselling with Children and Adolescents</i></p>
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn): <u>Recorded lecture: How to Begin I</u> <i>Phase 1a: Establishing the “Frame” – Who is going to do what?</i> <i>Confidentiality, Ethic sand Scope of Practice in Pastoral Counselling</i> <i>Phase 1b: Establishing Rapport – Why should I come back?</i> <i>Communicating Empathy: Creating Connection, Safety, and Hope</i> Read: Cook-Cottone Ch. 1, 2 & 4 (64 pp), other TBA Jones – Case Study TBA Group: (a) Read Case Study and Role Play scenario (b) Determine roles in group, (c) Discuss confidentiality and ethical issues in the case (d) begin and practice script for opening phase of role play session (break up into dyads and take turns in role of counselor)
Jan 18th	<p>Online Class: How to Begin II</p> <p><i>Phase 1c: Multidimensional Assessment – What’s the problem really?</i> <i>Phase 1d: Establishing the Contract – What’s the goal?</i> <i>Getting “Buy in” with Teens</i> <i>Working with Divorced and Blended Families</i> Case Study Discussion (Jones TBA) - Applying Phase 1 concepts</p>
MODULE 2	CHOOSING AN APPROACH
Preparation for next class	<ul style="list-style-type: none"> View online instructional material (Avenue to Learn) <u>Recorded Lecture: Introduction to Intervention</u> <i>Theories of Change: Overview of Approaches to Intervention</i> Read: Cook-Cottone Ch. 5 (14pp) Group: (a) discuss your assessment and case formulation of this case and role play (take notes for narrator’s introduction), (b) discuss possible intervention approaches, (c) begin and practice script for asking assessment questions and establishing goals of counselling/session (in dyads take turns in role of counselor)

Date	Activity
Feb 1st	<p><u>Online Class: Treatment Planning</u> <i>Phase 1d: Establishing the Contract – How are we going to get to the goal(s)?</i> <i>Matching Approach to the Client’s Needs and Strengths</i> <i>Involving the Family</i></p> <p>Case Study and/or Group Discussion – which approaches do you think can or cannot be effectively integrated with a biblical view? Why or why not?</p>
Preparation for next class	<ul style="list-style-type: none"> • Group: Finish Group Projects – (a) write Narrator’s introduction, (b) finish writing and practice script for counselling session, (c) videotape (through Zoom or Webex) counseling session • Read: Case Studies involved in other group presentations (TBA) Case Study “Imprisoned Identities” (Jones, Ch. 19, pp. 176-186) • February 18th by 5pm: Upload Introduction/ Case Formulation (written) and link to Zoom/Webex recording of Counselling Role Play Session

Hybrid Week

All Day Intensive Class:

Feb 19th

8:00am *Finally we meet “face to face” (or Mask to Mask!)*
8:15am ***Warm Up: Uncovering Our Cultural Biases*** (Jones, pg. 270) (30 mins)
15 min break *(Set up for Group Presentations)*
9:00am ***Group Presentation 1*** (30 mins)
 Class Discussion of Role Play (30 mins)
15 min break
10:15am ***Group Presentation 2*** (30 mins)
 Class Discussion of Role Play (30 mins)
15 min break
11:30am ***Group Presentation 3*** (30 mins)
 Class Discussion of Role Play (30 mins)
12:30 Lunch

MODULE 3 PHASE 2: INTERVENTION I

1:15pm ***Introduction to Play Therapy*** (60 mins)
 - Demonstration and participation
15 min break
2:30pm ***Introduction to Art and Expressive Therapy*** (60 mins)
 - Demonstration and participation
15 min break
3:45pm ***Q & A with the Professor:***
 Let’s discuss some “real” examples from your ministry!
5:00pm *Close*

Date	Activity
<p>MODULE 3</p> <p>Preparation for next class</p>	<p>PHASE 2: INTERVENTION II</p> <ul style="list-style-type: none"> View online instructional materials (Avenue to Learn): <ul style="list-style-type: none"> “Arousal Mountain” – Cathryn Harris Ph.D (40 mins) “Good Communication Basics” – Cathryn Harris Ph.D (40 mins) Read: Cook-Cottone Ch. 3 (45 pages)
<p>March 1st</p>	<p><u>Online Class: Cognitive-Behavioural and Family Interventions</u> <i>Emotional Regulation Techniques for Anger and Anxiety</i> <i>Cognitive Interventions for Depression and Worry</i> <i>Teaching Good Communication Skills to Kids and Parents</i> <i>Parent Coaching: Behavioral Contracts for Children & Adolescents</i></p>
<p>MODULE 4</p> <p>Preparation for next class</p>	<p>PHASE 2: CRISIS INTERVENTION & TRAUMA Suicidality, Substance Abuse, Child Abuse, Violence, Eating Disorders, Sexuality...</p> <ul style="list-style-type: none"> View online instructional material (Avenue to Learn): TBA Read Text: Cook-Cottone Ch. 6 (16 pages), Wright Chs. 16-20 (82 pages)
<p>March 15th</p>	<p><u>Online Class: Helping Children and Teens in Crisis</u> <i>“Reality Therapy” for Teens with Behavioral Problems</i> <i>An Integrated Treatment Plan for Trauma</i> Case Study and Discussion</p>
<p>MODULE 5</p> <p>Preparation for next class</p>	<p>PHASE 2: SPIRITUAL CRISES and SPIRITUAL RESOURCES</p> <ul style="list-style-type: none"> View online instructional material (Avenue to Learn): TBA Read text: Wright – pages 415-428 (13pp) Read articles on A2L: Hill (1986) (12pp), Foster (2017) (13pp), Grosseohme (2008) (14pp), Michaelson et al (2016) (12pp), Fox et al (2017) (10pp)
<p>March 29th</p>	<p><u>Online Class: Spiritual Crises and Spiritual Resources</u> <i>Assessing Spiritual Concerns</i> <i>Important Considerations in Talking to Children and Adolescents about God</i> <i>Using Spiritual Resources</i> Case Study, Class Discussion and Role Play</p>

Date	Activity
MODULE 6	PHASE 3: CLOSURE and PHASE 4: FOLLOW UP
Preparation for next class	<ul style="list-style-type: none"> • Read text: Wright – pages 428 -431 (4pp), Cook-Cottone Ch. 7 (16pp)

April 5th**Final Assignment Due****Online Class: Good-byes and Goodbye*****Phase 3: Closure****Planning for Termination Right from the Beginning**Evaluating Outcome – Did I get to the goal?**Easing the Transition – What do I do now?**Handling Unexpected Terminations in Counselling**When and How to Refer****Phase 4: Follow up******Caring for Yourself and Planning YOUR Next Steps***

Class Discussion: What was the most valuable thing about this course? What was the least valuable or most frustrating? What will you take with you?

Course Evaluations (see on A2L)