



MS 3XY3/ 5XY5/ 6XY6

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

Cathryn Harris, Ph.D. C.Psych.
drcathrynharris@gmail.com

Winter 2021

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. 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 online course will utilize both synchronous and asynchronous instruction to reach course objectives.

A. **Synchronous** (at set times for everyone in class):

- 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 day-long, intensive session, during Intensive Live Streaming Week,
all day **Friday February 26th 9:30am to 4:30pm** (6 hrs) (as world conditions permit)

- B. **Asynchronous** (on the student's own time, but by set deadlines):
- i. Watching taped lectures, and other online demonstration videos (6 hours approx)
 - 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. (*It is suggested that Mondays 9am to 11am be set aside on non-synchronous weeks for students to meet and practice, but this will be up to students to decide and organize.*)
 - iii. Reading, researching, and writing papers.
 - iv. Recording and analyzing a therapeutic dialogue with a child or adolescent (CS and Doctoral students)

3. LEARNING OBJECTIVES

Since this is a skills-development course, the learning objectives for each student are the same, however some of the projects are different according to specialization and degree.

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 empathetic 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 assessment, 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, The Hurlburt Family Bookstore, McMaster Divinity College (Across from Cullen Hall). Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934, Text: 416 668 3434. fax 416.622.2308; email books@readon.ca.

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 Therapy" in the subject line of any email to rapidly identify your communication.

6. COURSE REQUIREMENTS

A. Class Participation: ALL STUDENTS - 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 – synchronous lectures and intensive day
- ii. Dyadic/ Triadic Case discussions and Skill Practice within your study group

B. Group Assignment: ALL STUDENTS - 30% of Grade

Case Formulation and Phase I Role Play based on Case Study:

due Thursday February 25th 5pm, with presentation in class February 26th on Live Stream 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. Together you will produce a recording of a role play demonstrating the Phase 1 skills involved in the assignment, present it online with introduction and commentary to the class, and will be rated by your fellow students.

C. Individual Assignments : MTS/MDiv/Cert Students

i. Theoretical Paper: All Specializations - Due March 15th - 30% of grade

The student will focus on one counselling theory or approach for their midterm paper, summarizing the theoretical foundation, major concepts, and key techniques when counsellng children OR adolescents (choose one age range). Note: the student will demonstrate some key techniques from this approach in their Final Application Project.

- 10 -12 pages, double spaced, not including cover page or references.
- References should include relevant chapters from the course texts, one academic monograph/book as primary sources for the approach, and no fewer than 5 relevant academic, peer-reviewed articles drawn from counselling, psychology, and/or pastoral care journals.

ii. Final Application Project: Due April 5th- 30% of grade

Counselling and Spiritual Care Specialization:

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 will consist of:

- a. Recording an approximately 20 minute demonstration of one therapeutic modality or technique, preferably with a child or teen volunteer not related to the student, based on the theoretical paper. This can be done live or on Zoom/Webex. The volunteers' parents will need to sign a consent which will be uploaded with the written analysis.
- b. 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 :

Case Analysis and Theoretical Integration with Practical Ministry

This project represents the practical application of this course in demonstrating how different approaches to dialogue with 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? How would you encounter such a case in your ministry context and what might be your role?
2. What is your case conceptualization for the case you chose? How would you additionally conceptualize the spiritual needs of the child, teen, and/or family involved?
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 at least 5 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.

D. Individual Assignment: DPT/PhD Students

i. Theoretical Paper: - Due March 15th - 30% of grade

The student will focus on one counselling theory, and include all 3 sections below:

1. Summarize the theoretical foundation, major concepts, and key techniques when counsellng children OR adolescents (choose one age range).
2. Discuss the points of integration of this approach with Scripture and with other pastoral care and theological sources.
3. Evaluate the appropriateness of this approach to the student's chosen ministry context and including the rationale and criteria used for that evaluation, and the strengths and weaknesses of this approach for this application.

Note: The student will use this theory for their final case analysis and skills demonstration in their Final Application Project.

- 25-30 pages, double spaced, not including cover page or references.
- References should include relevant chapters from the course texts, 2 or more academic monographs/books as primary sources for the approach, and no fewer than 15 relevant academic, peer-reviewed articles drawn from counselling, psychology, theological and/or pastoral care journals. This should include approximately 2000 pages of additional reading.

ii. Final Application Project: Due April 5th- 30% of grade

Developmental Case Analysis and Skills Demonstration

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

A. Written Case Analysis:

The student will choose **EITHER**

- a) one case study in Jones et al that has NOT also been discussed in class, and that used an approach DIFFERENT from the student's chosen approach in their theoretical paper. State which case you are using at the outset of your paper.
OR
- b) one from their ministry context. This case can be real or hypothetical, but it should be as well developed as the ones in Jones et al, and should be summarized, single spaced at the beginning of the project.

AND then discuss the following, using at least 5 references relevant to this case analysis in addition to those you have used in your theoretical paper (and in addition to Flanagan and Hall):

1. **Relevance and context:** *If in Jones et al* - How is this case relevant to your current or future ministry context? How would you encounter such a case in your ministry context and what might be your role? *If your own case* – What was the context and your role in this case?
2. **Analysis and case conceptualization:** Write an analysis based on the assignment described in Jones et al on page 276, and also 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. Assess all dimensions, including the psychological, social, spiritual, and practical needs of both the child and the family.
3. **Treatment Plan:**
If using a case from Jones et al - 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?
Then develop an alternate treatment plan based on the therapeutic approach you chose in your theoretical paper. 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. Be sure to include specific techniques that you would use in interaction with the child or adolescent.
If using your own case – Develop a treatment plan based on the therapeutic approach you chose in your theoretical paper. Be sure to include specific techniques that you would use in interaction with the child or adolescent. 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.
4. **Referral and Follow up Plan:** discuss if and when you would refer elsewhere, and why or why not/ under what circumstances, and who you would specifically refer them to (actual name and location of a person), as well as the additional resources that you would use in your geographical area for this case (actual organizations, programs, etc)

B. Skills Demonstration and Analysis

Demonstrate some of the skills and techniques you would use if carrying out this approach.

1. Record an approximately 20 minute demonstration of one therapeutic modality or technique, preferably with a child or teen volunteer not related to the student, based on your theoretical paper. This can be done live or on Zoom/Webex. The volunteers' parents will need to sign a consent which will be uploaded with the written analysis. Upload recording to instructor.
2. Provide 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.

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 final 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> <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): Recorded lecture: How to Begin I (60 mins) <p>Phase 1a: Establishing the “Frame” – Who is going to do what? <i>Confidentiality, Ethics and Scope of Practice in Pastoral Counselling</i></p> <p>Phase 1b: Establishing Rapport – Why should I come back? <i>Communicating Empathy: Creating Connection, Safety, and Hope</i></p> <ul style="list-style-type: none"> • 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 18 th	<p>Online Class: How to Begin II</p> <p>Phase 1c: Multidimensional Assessment – What’s the problem really? Phase 1d: Establishing the Contract – What’s the goal? <i>Getting “Buy in” with Teens</i> <i>Working with Divorced and Blended Families</i></p> <p>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) <p>Recorded Lecture: Introduction to Intervention (60 mins)</p> <p>Theories of Change: Overview of Approaches to Intervention</p> <ul style="list-style-type: none"> • 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></p> <p><i>Phase 1d: Establishing the Contract – How are we going to get to the goal(s)?</i></p> <p style="text-align: center;"><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	<p>Group: Finish Group Projects – (a) write Narrator's introduction, (b) finish writing and practice script for counselling session, (c) videotape counseling session (through Zoom or Webex)</p> <ul style="list-style-type: none"> • Read: Case Studies involved in other group presentations (T • February 25th by 5pm: Upload Introduction/ Case Formulation (written) and link to Zoom/Webex recording of Counselling Role Play Session

MODULE 3**PHASE 2: INTERVENTION I****Feb 26th****Live Stream Week**
All Day Intensive Class

9:30am	<i>Group Presentation 1</i> (20-30 mins) <i>Class Discussion of Role Play</i> (15 mins)
15 min break	
10:30am	<i>Group Presentation 2</i> (20-30 mins) <i>Class Discussion of Role Play</i> (15 mins)
15 min break	
11:30am	<i>Introduction to Art and Expressive Therapy</i> (60 mins) - Demonstration and participation
12:30	Lunch
1:30pm	<i>Group Presentation 3</i> (20-30 mins) <i>Class Discussion of Role Play</i> (15 mins)
15 min break	
2:30pm	<i>Group Presentation 4</i> (20-30 mins) <i>Class Discussion of Role Play</i> (15 mins)
15 min break	
3:30pm	<i>Introduction to Play Therapy</i> (60 mins) - Demonstration and participation
4:30pm	<i>Close</i>

Date	Activity
MODULE 3	PHASE 2: INTERVENTION II
Preparation for next class	<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)
March 1st	<p><u>Online Class: Cognitive-Behavioural and Family Interventions</u></p> <p><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>
MODULE 4	<p>PHASE 2: CRISIS INTERVENTION & TRAUMA</p> <p>Suicidality, Substance Abuse, Child Abuse, Violence, Eating Disorders, Sexuality...</p>
Preparation for next class	<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)
March 15 th	<p>Theoretical Paper Due</p> <p><u>Online Class: Helping Children and Teens in Crisis</u></p> <p><i>“Reality Therapy” for Teens with Behavioral Problems</i> <i>An Integrated Treatment Plan for Trauma</i> Case Study and Discussion</p>

Date	Activity
MODULE 5	PHASE 2: SPIRITUAL CRISES and SPIRITUAL RESOURCES
Preparation for next class	<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), Grossoehme (2008) (14pp), Michaelson et al (2016) (12pp), Fox et al (2017) (10pp)
March 29 th	<p><u>Online Class: Spiritual Crises and Spiritual Resources</u></p> <p><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>
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	<p>Final Assignment Due</p> <p><u>Online Class: Good-byes and Goodbye</u></p> <p><i>Phase 3: Closure</i> <i>Planning for Termination Right from the Beginning</i> <i>Evaluating Outcome – Did I get to the goal?</i> <i>Easing the Transition – What do I do now?</i> <i>Handling Unexpected Terminations in Counselling</i> <i>When and How to Refer</i></p> <p><i>Phase 4: Follow up</i> <i>Caring for Yourself and Planning YOUR Next Steps</i></p> <p><u>Class Discussion:</u> What was the most valuable thing about this course? What was the least valuable or most frustrating? What will you take with you?</p> <p><u>Course Evaluations</u> (see on A2L)</p>