



McMaster Divinity  
College

**MS 3XY3/ 5XY5/ 6XY6**

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

Instructor: Cathryn Harris, Ph.D. C.Psych.  
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Winter 2023

## 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. Focus will be made on procedural, ethical, and legal considerations in beginning counselling with children and their families. Completion of previous coursework in basic counselling skills and child and adolescent development is recommended.

**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 read the first three chapters of Wright prior to class.

**SPECIALIZATION STUDENTS:** 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 and EXPECTATIONS

This in-person/live-streamed course will utilize both synchronous and asynchronous instruction to reach course objectives. Since this is a skills-development course, the required reading demands are somewhat less than other courses; however the assignments include additional reading and research dictated by the students' focus, and the time commitment for the course includes asynchronous requirements such as watching videos and participating in one group project, comprised of a case analysis and role-play assignment that will be presented to the class. Attendance at each class and full participation in group and role-play assignments is therefore expected. Online students will carry out the group and role play assignment together online. Students will focus on one counselling theory of their choice for their individual midterm paper. The final individual project will consist of the student videotaping their demonstration of one therapeutic modality or technique based on their mid-term

paper with a child or teen volunteer, and providing a written analysis of the theory and skills employed in the demonstration. This final interview demonstration may be carried out virtually or in-person.

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

In person on campus/live-streamed classes featuring lectures, demonstrations, and skills-practice Mondays 9:00-10:50 am on each week of the semester except for Family Day (Feb 20th) and Hybrid Week (Feb 27<sup>th</sup>).

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.
- 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**

- K1 To distinguish the unique theories of change and intervention techniques available in counselling children and adolescents and engaging them in therapeutic dialogue
- K2 To identify the ethical and legal issues in counselling children and adolescents
- K3 To match the assessment of developmental, individual, relational, cultural and other social factors that influence the counselling process to a choice of counseling goals and interventions
- K4 To discuss both the opportunities and the limitations inherent in pastoral counseling with children and adolescents
- K5 To distinguish when referrals for further psychological and medical help are necessary and how to facilitate them
- K6 To demonstrate a deeper knowledge of one approach to counselling children and adolescents

#### **Being**

- B1 To develop ways of interacting with children and adolescents that uses their language and experience to make relational connection
- B2 To increase tolerance in hearing others' pain and being open to the experience of one's own pain.
- B3 To increasingly practice empathic listening skills, effective responses, and appropriate support in all our relationships
- B4 To practice collaborative and leadership skills in working with colleagues

#### **Doing**

- D1 To analyze and discuss case studies to integrate theoretical content with real-world situations
- D2 To produce a role play demonstrating a first interview with a child or adolescent and their family
- D3 To observe, label, and practice helpful versus non helpful responses in counselling children and adolescents, through role play and a sample interview
- D4 To demonstrate appropriate empathic and joining responses in an interview with a child or adolescent
- D5 To discriminate developmental factors in assessment, setting counseling goals, choosing intervention strategies, evaluating outcome, and planning follow-up in counselling children and adolescents
- D6 To research resources within our communities to provide support, education, and further help for children, adolescents, and their families
- D7 To evaluate mental health skills practice through self-observation and peer-observation in, and give constructive feedback to colleagues

#### 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](mailto: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 & Durodoye, Beth, eds. *Child and Adolescent Counseling: An Integrated Approach*. Springer: New York, NY. (2021) (414pp)
- Lowe, Julie. *Building Bridges: Biblical Counseling Activities for Children and Teens*. Greensboro, NC: New Growth Press, 2020. (196pp, paperback).
- Wright, H. Norman. *The Complete Guide to Crisis and Trauma Counseling: What To Do and Say When It Matters Most*. (Chapters 16 through 20) Bethany House: Minneapolis, MN. (2011) (82 pp of 449 pp)

##### B. Additional Texts *required* for Advanced Students (MA/PhD/DPT)

(*recommended* for Specialization Students):

- Flanagan, Kelly S., and Hall, Sarah E. *Christianity and Developmental Psychopathology: Foundations and Approaches*. Downer's Grove, IL: InterVarsity Press, 2014. (405 pp).

##### C. Also recommended:

- 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)
- Parott III, Les *Helping the Struggling Adolescent: A guide to 36 common problems for Counselors, Pastors, and Youth Workers*. Grand Rapids, MI: Zondervan. (2000) (597pp, softcover)
- Grossoehme, Daniel H. *The Pastoral Care of Children*. Routledge, Taylor & Francis: New York, NY. (1999)(165pp, softcover) (\*\* excellent for hospital chaplaincy applications, and available in entirety on A2L).

##### 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 (See course schedule and A2L for each module). 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. Before teaching at MDC, it was 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 [drathrynharris@gmail.com](mailto:drathrynharris@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 and participation – in person/live-streamed classes. (Goals: K1-5, B2-4, D1,D5,D7)
- ii. Asynchronous Individual assignments – viewing online recordings (6hrs) and other activities per A2L and class schedule (Goals: K1, K6, D5)
- iii. Asynchronous Group assignments - Case discussions and Skill Practice within your study group (Goals: B1-4, D1-3 &5-7)

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

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

**due Sunday March 5<sup>th</sup>, 8am with presentation in class Monday March 6<sup>th</sup>, 9am.**

(Goals: K1-5, B1-4, D1-3 &D5-7)

Based on a case study, students will develop a case analysis, treatment plan, and demonstration of an initial session with a child or adolescent and their family. Groups will be formed and case studies chosen the first week of 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 7-8 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 to the class as a video of a virtual or in person counselling session, with introduction and commentary as part of your presentation. You will be rated by your fellow students, both within your group regarding your individual participation, and within the class on the quality of your presentation as a group. Further instructions are given in the "Group Assignment" section on A2L.

### C. Individual Assignments : All MTS/MDiv/Cert Specialization Students

#### i. Theoretical Paper: Due Friday March 17<sup>th</sup> at 8am - 30% of grade

(Goals: K1,K3-6)

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). Conclude your paper by evaluating its relevance or appropriateness to ministry, and it's compatibility with Christian values and Scriptural principles. 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 Friday March 31<sup>st</sup> at 8am - 30% of grade

##### Skills Demonstration and Analysis

(Goals: B1-3, D2-4)

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 your theoretical paper. You can interact with the volunteer for more than 20 minutes, but you must choose the 20 minute section for this assignment (edit it to that length if possible). This can be done live and recorded, or on Zoom/Webex and recorded. 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.
  - i. The assignment is partly described in Cottone et al, pages 149-151 (no peer analysis is required). A sample transcript analysis is provided on page 152.
  - ii. Introduce the assignment with a short description of the "client", the context/relationship you have with them, the subject of the discussion, and any relevant content covered before the segment you have chosen.
  - iii. Within the 20 minute recorded segment, choose a continuous conversation based on 12 counselor responses, and the "client's" relevant responses before and after. Transcribe it using the Outline, Table 2 on page 151.
  - iv. For each counselor response or intervention, identify which basic counselling skills are evident per Cottone et al, citing the element number from the text, as well as which technique or aspect of your chosen approach is illustrated. Analyze your response, giving your rationale at the time, and assess the appropriateness and effectiveness of your response.
  - v. Provide an alternative response, with the relevant element number and/or reference to your theory, and your rationale for why it might be a good or better alternative.

- vi. Conclude your assignment with a short (2 page) reflections on what you learned from this assignment, and overall what strengths you think you demonstrated and what you might have done differently.

#### D. Individual Assignments: Advanced Students (MA, PhD, DPT)

##### **Theoretical Paper: Literature Review of one Counselling Theory- Due March 17<sup>th</sup> 8am**

- **total 30% of grade** (Goals: K1,K3-6)

The student will focus on one counselling theory pertinent to ministry with children OR adolescents. The student will use this theory for their application essay and skills demonstration in their Final Application Project. This project has two parts:

- a. **Annotated Bibliography (10%) – Due Feb 13<sup>th</sup>:** The student will develop an annotated bibliography for their literature review of approximately related to their chosen theory, and write a 100 word annotation/ one paragraph for each resource as to how it relates to the chosen counseling theory and summarizing the main points contributing to their review. The required course texts can be included as part of the book list. 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. See Dr. Mutter's article on A2L for guidelines.
  - 5XY5: 15-20 resources/ apprx 4000 pages of reading; 8-10 pages (apprx 2,000 words)
  - 6XY6: 25-30/ apprx 6000 pages of reading; 12-15 pages (apprx 3,000 words)
  
- b. **Theoretical Paper/ Literature Review (20%) – Due Friday March 17<sup>th</sup> at 8am:**

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). Also review/summarize the research supporting the appropriateness and efficacy of the approach generally, and the best populations and contexts with which it is specifically effective. Note: the student will demonstrate some key techniques from this approach in their Final Application Project.

  - **25-30 pages/ Approximately 8,000 words, double spaced, not including cover page or references.**
  
- i. **Final Application Project: Due Friday March 31<sup>st</sup> at 8am - total 30% of grade**  
**Application Essay and Skills Demonstration and Analysis**

This project represents a critical evaluation of the counselling theory you have reviewed as to its appropriateness to your ministry context, as well as the practical demonstration of some of the associated counselling skills suggested by your chosen theory. This project also has two parts:

  - a. **Application Essay (10%):**

Discuss the following, using at least 5 additional references relevant to this analysis in addition to those you have used in your theoretical paper: (Goals: K1-5)

    - Evaluate the appropriateness of this approach to ministry, including the rationale and criteria used for that evaluation, and the strengths and weaknesses of this approach for

this application. For example, what are the practices and research evidence which support using this approach in this ministry context? What is its relevance or appropriateness to ministry, and its compatibility with Christian values and Scriptural principle?

- Discuss the points of integration of this approach with Scripture and with other pastoral care and theological sources to give a theological foundation to the use of this approach in this ministry context. For example, have others used this counselling approach in Christian context? How have they adapted it if at all?
- **Min 8-10 pages/ Approximately 2,500 words, double spaced, not including cover page or references.**

**b. Skills Demonstration and Analysis – 20% (Goals: B1-3, D2-4)**

This portion of the project represents the practical application of this course in demonstrating specific communication and intervention skills for engaging children and adolescents in healing dialogues. You will demonstrate some of the skills and techniques you would use if carrying out this approach, including:

1. 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 your theoretical paper. You can interact with the volunteer for more than 20 minutes, but you must choose the 20 minute section for this assignment (edit it to that length if possible). This can be done live and recorded, or on Zoom/Webex and recorded. The volunteers' parents will need to sign a consent which will be uploaded with the written analysis (form is on A2L).
2. Providing a written analysis of the theory and skills employed in the demonstration.
  - i. The assignment is partly described in Cottone et al, pages 149-151 (no peer analysis is required). A sample transcript analysis is provided on page 152.
  - ii. Introduce the assignment with a short description of the "client", the context/relationship you have with them, the subject of the discussion, and any relevant content covered before the segment you have chosen.
  - iii. Within the 20 minute recorded segment, choose a continuous conversation based on 12 counselor responses, and the "client's" relevant responses before and after. Transcribe it using the Outline, Table 2 on page 151.
  - iv. For each counselor response or intervention, identify which basic counselling skills are evident per Cottone et al, citing the element number from the text, as well as which technique or aspect of your chosen approach is illustrated. Analyze your response, giving your rationale at the time, and assess the appropriateness and effectiveness of your response.
  - v. Provide an alternative response, with the relevant element number and/or reference to your theory, and your rationale for why it might be a good or better alternative.

## 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: (see starting next page)

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.

## COURSE SCHEDULE

Date	Activity
<b>MODULE 1 ALLIANCE &amp; ASSESSMENT</b>	
<b>WEEK 1</b> Jan 9th	<p><b>Class Lecture 1: Introductions and Introduction</b></p> <hr/> <p><i>Introduction to the Course: Review of Syllabus and Assignments</i>  <i>Therapeutic Dialogue with Children and Adolescents in the Pastoral Context</i>  <i>The Centrality of Relationship in Counselling and Change</i>  <i>The Goals and Process of Counselling with Children and Adolescents</i></p>
Preparation for : next class	<ul style="list-style-type: none"> <li>• Read: Jones &amp; Durodoye, Ch. 7 (23 pp) &amp; Ch.14 (21pp), Cook-Cottone Ch. 1, 2 &amp; 4 (64 pp) (Flanagan, Chs. 1- 3, Appendices A &amp; B)</li> <li>• Group: (a) Read all 4 Case Studies. (b) Choose and sign up for your group on A2L</li> <li>• View: Examples of Rapport building activities on YouTube Playlist – Lowe, Lowenstein, Van Hollander and Cox (30 mins)</li> <li>• Optional resources: Hambrick’s article and videos posted in Week 1 on A2L</li> </ul>
<b>WEEK 2</b> Jan 16th	<p><b>Class Lecture 2: Phase 1 – How to Begin</b></p> <hr/> <p><i>Phase 1a: Establishing the “Frame” – Who is going to do what?</i>  <i>Confidentiality, Ethics and 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></p>
Preparation for : next class	<ul style="list-style-type: none"> <li>• Read: Lowe, Ch. 1-3 (30pp) &amp; Appendix A (12pp), Jones and Durodoye, Chs. 1-4 (85pp), (Flanagan, Chs. 4- 6, Appendices A&amp; B)</li> <li>• Read: Case Study TBA</li> <li>• Group: (a) Read Your Case Study and Role Play scenario and instructions  (b) Determine roles in group, (c) Discuss possible confidentiality and ethical issues in the case (d) develop opening phase of role play session in establishing rapport  e) practice rapport skills - break up into dyads and take turns in role of counselor</li> </ul>
<b>WEEK 3</b> Jan 23 <sup>rd</sup>	<p><b>Class Lecture 3: Assessment</b></p> <hr/> <p><i>Phase 1c: Multidimensional Assessment – What’s the problem really?</i>  <i>Dimensions of Assessment</i>  <i>Using some tools to “Get the Picture”:</i> Genograms, Transactional Charts,  <i>Intake Summary</i>  <i>Case Study TBA and Class Discussion</i></p>

**Date****Activity****MODULE 2****CHOOSING AN APPROACH & FORMULATING A TREATMENT PLAN**Preparation for :  
next class

- Read: Cook-Cottone Ch. 5 (14pp), Jones & Durodoye, Chs. 5 & 6 (80 pp), Lowe Ch. 4 (12pp) (Flanagan Chs. 8 -10)
- View: Recorded lecture – C.Harris, posted on A2L  
*Theories of Change: Overview of Some (Other) Approaches to Intervention* (2.3 hrs)
- Group: (a) discuss your assessment and case formulation of this case and role play (take notes for narrator's introduction) (b) what further assessment might you do or tools might you use at this stage of the case? Eg. what would their Intake assessment form, genogram and/or interactional diagram look like? (see resources on A2L) (c) role play in dyads how you would ask these relevant assessment questions and further develop your script for the first session

**WEEK 4**  
**Jan 30th****Class Lecture 4: Matching Assessment to Approach**

Case Study and Class Discussion

Role Play – “How to Begin”: Instructor Demonstration based on Case Study

Class Discussion: *Beginning Integration*

Which approaches do you think can or cannot be effectively integrated with a biblical view? Used in pastoral counseling? Why or why not?

Preparation for :  
next class

- Read: (Flanagan Chs. 11& 12, Appendix C)
- Review Case Study TBA
- Group: (a) discuss possible intervention approaches for your case (b) start developing a treatment plan for this case, and establishing the goals of counselling/session

**WEEK 5**  
**Feb 6<sup>th</sup>****Class Lecture 5: Treatment Planning*****Phase 1d: Establishing the Contract – How are we going to get to the goal(s)?****Matching Approach to the Client's Needs and Strengths**Involving the Family**Getting “Buy in” with Teens**Working with Divorced and Blended Families*

**Date****Activity****MODULE 3 PHASE 2: TECHNIQUES OF INTERVENTION**Preparation for  
Group  
Assignment

- Group: **Work on Group Projects** – (a) write Narrator’s introduction, (b) finish writing and practice script for counselling session, (c) videotape counseling session (through Zoom or Webex)

Preparation for  
next class

- Read: Jones & Duodoye, Ch. 8 (23pp), Cook-Cottone Ch. 3 (45 pages), Lowe, Chs. 5 & 6 (32pp),

**WEEK 6**  
**Feb13<sup>th</sup>****(Advanced Students Bibliography Due)****Class: Art and Play Therapy Interventions**

Interactive Workshop – Guest Speakers if possible

**WEEK 7**  
**Feb 20<sup>th</sup>****FAMILY DAY – NO CLASS: Asynchronous Learning Week**

- View: “Managing Anger, Anxiety and Addictions” – Cathryn Harris Ph.D (40 mins)
- **View: Lecture 6 Video: Cognitive-Behavioural and Family Interventions (1hr 50ms)**  
*Emotional Regulation Techniques for Anger and Anxiety*  
*Cognitive Interventions for Depression and Worry*  
*Teaching Good Communication Skills to Kids and Parents*  
*Parent Coaching: Behavioral Contracts for Children & Adolescents*  
*“Reality Therapy” for Teens with Behavioral Problems*

**WEEK 8**  
**Feb 27<sup>th</sup>****HYBRID COURSE WEEK – NO CLASS****Sun March 5<sup>th</sup>****Group Projects Due – by 5pm**

- Upload Introduction & Case Formulation (written) and link recording of Counselling Role Play Session
- Preparation for Group Presentations: Read other groups’ case studies before class

**WEEK 9**  
**March 6<sup>th</sup>****Group Presentations (2)**Preparation for  
next class

- Read: Jones and Duodoye, Chs. 9 & 10 (62pp)

**WEEK 10**  
**March 13<sup>th</sup>****Group Presentations (2)**

**Date****Activity****MODULE 4****PHASE 2: CRISIS INTERVENTION & TRAUMA**

Suicidality, Substance Abuse, Child Abuse, Violence, Eating Disorders, Sexuality...

Preparation for  
next class

- Read: Cook-Cottone Ch. 6 (16 pages), Jones & Duodoye Chs. 11-13 (80pp), Wright Chs. 16-20 (82 pages),
- Optional - View: Online instructional material - Watch 1 hour of demonstration videos (student's choice) on Dr. Harris' You Tube Channel, Playlists for Child and Adolescent Counselling, Counselling Skills, and Trauma  
[youtube.com/channel/UC4hDyWmPnKV-P\\_nlMEaG0tA/playlists](https://www.youtube.com/channel/UC4hDyWmPnKV-P_nlMEaG0tA/playlists)

**Fri March 17th****MID TERM THEORY PAPER DUE – 8am****WEEK 11****March 20th****Class Lecture 7: Helping Children and Teens in Crisis***Handling Suicidality**Reporting Child Abuse**An Integrated Treatment Plan for Trauma**Other Crisis Situations....***MODULE 5****PHASE 2: SPIRITUAL CRISES and SPIRITUAL RESOURCES**Preparation for  
next class

- Read: Wright – pages 415-428 (13pp); Skim Lowe Chs. 7 & 8
- Read - articles on A2L: Foster (2017) (13pp), Grossoehme (2008) (14pp), Michaelson et al (2016) (12pp), Fox et al (2017) (10pp)

**WEEK 12****March 27th****Lecture 8: Spiritual Crises and Spiritual Resources***Assessing Spiritual Concerns**Important Considerations in Talking to Children and Adolescents about God**Using Spiritual Resources*

Case Study TBA: Class Discussion and/or Role Play if time

Date	Activity
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**MODULE 6****PHASE 3: CLOSURE and PHASE 4: FOLLOW UP**

Preparation for next class	<ul style="list-style-type: none"> <li>• Read text: Cook-Cottone Ch. 7 (16pp), Wright – pages 428 -431 (4pp)</li> </ul>
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**Friday**  
**March 31st**

**Final Assignment Due - 8am**

**WEEK 13**  
**April 3rd**

**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)