Carleton University
School of Social Work

SOWK 5701 A: Advanced Counseling Techniques in Social Work

Fall 2012
Dr. Michel André Beauvolsk, Ph.D.
Adjunct Professor

Time: Monday, 18:00-21:00
Room: 517DT
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Course Description

In this course, Advanced Counseling Techniques and An Apprenticeship in the Symbolic Experiential Approach of Dr. Carl Whitaker will be presented. Whitaker's model is one intuitive, symbolic, and experienced based learning intervention tool. The aim of this course is enrich the students’ counseling skills and techniques and to train the students to use this symbolic experiential approach.
Although Whitaker presents his work as a non-theoretical one, students may find it intriguing but we will demonstrate its great usefulness in social work intervention.

**Course Evaluation**

Course evaluation will be based on students’ attendance and active participation in class discussion (5%), checkpoints (30%), live class presentation (25%), and a term paper (40%).

* Depending on the class size, some elements of the evaluation scheme may be modified.

**I) Class Attendance and Participation (5%)**

Since this class is organized in an interactive format and professionals are invited to discuss various aspects of social work, students are expected to attend classes regularly, do the assigned readings, identify issues for class discussion, and actively participate in discussion.

Students will lose all 5 marks if they miss five classes, except in exceptional circumstances such as the death in the family or the student's illness. In the event of illness, student must provide a medical certificate.

* Students who miss more than five classes will have two marks taken from their final grade for each additional class missed.

**II) Checkpoints (30%) One Pager each week on What You personally learned in this course.**

There will be 10 checkpoints to write for a value of 3 points each dependent on value of the content and process.

**III) Live (25%) Individual presentation**

Students will do a video presentation in class. The presentation can be a video one that you have done prior or a live one in class. Your choice. Each student has 20 minutes to present and answer questions.

Students are expected to submit a copy of their presentation to me after their presentation.
IV) Term Paper (40%) (Dec. 3rd, 2012) or sent to my email address.
The term paper is intended to be an application of counseling skills and the substance of Dr. Carl Whitaker's model of intervention and materials studied in the course. The term paper must be typed, it cannot be less than 16 pages and more than 20 double-spaced pages using a 12-point font (including bibliography and end-notes/foot-notes) and should be sent to my email address or to me personally during class time, the latest on November 29, 2011. Students are advised to keep a copy of their paper.

* Students must use a **minimum of ten scholarly sources** for their paper
* **There is a penalty of 2 marks per day from final grade for late submission of the term paper.**
* **Students are encouraged to print their assignments double-sided and not use bindings (especially plastic).**

**Required Readings:**


**Serious Reading:**


(All these books will be available in the Library)

Reference Books:


Evaluation for the Live or Video Presentation

Technical elements

Clarity of video image and sound

Language clearly enunciated and simple in its expression

Participants must be visible during all the length of the session

Counselor must face the camera so that non verbal behaviors may be assessed

Length: 20 minutes

Written Analysis and Summary Required (8 pages maximum).

Video Presentation

Analysis (of Content and Process) and Summary:

Value 25%

Content and Process

Must be clearly stated and recognized

Language must be almost a mirror of the level of language of client

Questions and request should be open ended

Conclusion

On Time

Presented as a synthesis of the work accomplished
Evaluation Criteria for the Final Paper

Value: 40%

Organization and Clarity (10%) Clarity of ideas and definitions
Citations (author(s), year, and page)
References (author(s), title, publisher, year, volume, number, and page)
References include only the material cited in the text
Structure of paper (length of paragraph, subheadings, distribution of paper into different sections)

Comprehensiveness of Literature Review (20%)

I) Presentation of the paper's topic, Key Concepts, Findings (50%)
Statement of purpose/problem/topic
Rationale and Relevance of the topic
Definition of theoretical framework and models as well as key concepts used for analysis
Presentation of the paper's finding and conclusions
Elaboration of the argument

II) Critical Reflections (20%)
The essay is intended to be an application of the theories and material studied in the course as well as to illustrate student's analytical ability.

III) Class Presentation
Each student will have a maximum of 20 minutes of which about 15 minutes are allocated for the presentation and 5 minutes for class discussion.
CLASS 1 Introduction and Overview of the Course
Sep 10

“A Skill is a capacity that has been developed and trained so that it is more clearly defined, can be used more flexibly and, in social work, can be applied to influence social situations.” Robert Adams, Lena Dominelli & Malcolm Payne, Critical Practice in Social Work, second edition, London: UK, Palgrave Macmillan, 2009, p. 9.


CLASS 2 Counseling Techniques
Sep 17


**CLASS 3  Symbolic Experiential Therapy**  
**Sep 24**


**CLASS 4  Family Relationships**  
**Oct 1st**

*Love can only increase in proportion to hatred, sensitivity in proportion to toughness, togetherness in proportion to separateness, depth in proportion to humility.*  
  *Carl Whitaker*
Families are central to people's growth and development. This tenet provides the framework for the theory and techniques of symbolic-experiential therapy...We are strong believers in systems thinking.


Oct. 8: Thanksgiving Day - Holiday

**Class 5 : Generating an Interpersonal Context**

Oct 15
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``I don't believe in individuals; we're all fragments of our families`` Carl Whitaker
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When Carl first stated seeing families, he had to strategize about ways to get them to come to therapy together....The family typically begins an initial visit by offering to tell the story that led them to treatment... The family's story often portrays the destructive influence of one member.


CLASS 6 Creating a Therapeutic Alliance
Oct 22

‘Tseking asked, ‘Is there one single word that can serve as a principle of conduct for life?’ Confucius replied, ‘Perhaps the word reciprocity will do.’” - The Wisdom of Confucius

The task of creating a therapeutic alliance is paramount one an Interpersonal context is firm in the family’s mind... At this point, the therapist begins to share more of himself or herself, encouraging the family to be more of who they are...

It is up to the family members to commit to the therapy process.
Creating a therapeutic alliance is a challenging task for the therapist.


CLASS 7 Stimulating A Symbolic Context
Oct 29

“It seems to me we’ve got to have the guts to let our Alice-in-Wonderland trip take us where it will and dare to come to tell the story”. Carl Whitaker
In a similar way, this stage of therapy involves creating a context in which the family invites us into their fantasy or symbolic world. We want to gain access to the family's primary process, their inner world of fantasies, impulses and dreams.

In this stage, it becomes clear that the therapy has moved beyond the realm of fact and is more deliberately non-rational.


CLASS 8_Activating Stress Within the System
Nov. 5

  Don't Just do something. Sit there. - Carl Whitaker

Anxiety is the central catalyzing ingredient in activating stress with the therapy system. Following the experience of moving from concrete to Carl Whitaker differentiated between positive and negative anxiety (Whitaker & Malone, 1953). Anxiety that promotes growth is positive anxiety. Hopelessness and cautiousness to share thoughts and feelings contribute to negative anxiety.


Once the family becomes invested in the therapeutic process, they may experience a sudden sense of panic, a desire to turn around. By sharing stories and metaphors, the therapist shifts the process from content to symbolic world. Listening to their dreams and free associations allows the therapist to therapy what is significant to them. In order to access the family's creative processes, the therapist must be skilled in stimulating a symbolic context for therapy.

**CLASS 9 Creating Symbolic Experience Through Associative Communication – Possibility for Presentations**

Nov 12

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There is perhaps no challenge more threatening to the family therapist than the opportunity, indeed the necessity, to be involved, to be fully a person in the therapy hours.```

Carl Whitaker


Class 10  *Termination: Moving Out and Moving On*
*Nov 19 and 26*

Now don't forget, when you go outside the door, your life is yours. Carl Whitaker

In the natural paradoxical way that endings represent new beginnings, the termination of therapy is the threshold to a new phase of living for the family.

Termination is an integral part of the therapy process. It's natural conclusion, the unstated goal of therapeutic relationship. The therapeutic is by definition time limited.

As momentous as the decision to begin therapy can be, the family's decision to end treatment is often equally profound.

Process of Termination
Timing of termination
Premature Termination
Abrupt Endings
Prolonged Endings
Are Endings Ever Final?
Termination Phase techniques
Making the Covert Overt
Highlighting Changes and Competencies
Reversing Roles
Letting the Family Know You'll Survive


CLASS 11 Tricks of the Trade
Dec. 3


CLASS 12 Summary and Evaluation
Dec. 3

Comments and Discussion
PLAGIARISM

The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- Handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final

Accommodation for Students with Disabilities

Carleton University is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities.
Accommodation for Students with Disabilities

The University has a Senate approved policy on Academic Accommodation that forms part of its Human Rights Policy.

This policy should be consulted for further information and is available at the front of this Calendar and online at: carleton.ca/equity. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning objectives and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate away, lower, or remove the academic standards and learning objectives of any course or program, rule, regulation, or policy at the University.

The Paul Menton Centre for Students with Disabilities is the designated unit at the University for assisting the Carleton community in integrating persons with disabilities into all aspects of Carleton’s academic and community life. The Paul Menton Centre provides assessment of academic accommodation, advises students on strategies to open a dialogue with instructors and acts as consultant, facilitator, coordinator and advocate in this area for all members of the University community.

The Paul Menton Centre provides individualized support services, based on appropriate and up to date documentation, to persons who are deaf or hard of hearing, with learning disabilities, attention deficit disorder (ADD), visual impairments, head injuries, physical disabilities including mobility impairments, or who have psychiatric, other medical or non-visible disabilities.

Students are responsible for applying for special services by making an appointment with the appropriate coordinator at the Paul Menton Centre. All requests will be considered on the basis of individual need. Students are advised to come to the Centre early in the term to discuss service requests.

Examination accommodations for all tests and examinations (in-class, CUTV, or formally scheduled) must be arranged by
specific deadline dates. Please consult the Paul Menton Centre for a list of deadlines for all examinations. Accommodation requests not made prior to the specified deadlines will not be fulfilled.
Accommodation for Students with Religious Obligations

Carleton University accommodates students who, due to religious obligation, must miss an examination, test, assignment deadline, laboratory, or other compulsory event. The University has a Senate-approved policy on religious accommodation that forms part of its Human Rights Policy, available at: carleton.ca/equity. Accommodation will be worked out directly and on an individual basis between the student and the instructor(s) involved. Students should make a formal written request to the instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term*, or as soon as possible after a need for accommodation is known to exist, but in no case later than the penultimate week of classes in that term. Instructors will make reasonable accommodation in a way that shall avoid academic disadvantage to the student. Students unable to reach a satisfactory arrangement with their instructor(s) should contact the Director of Equity Services. Instructors who have questions or wish to verify the nature of the religious event or practice involved should contact this officer.
Bibliography


MAB/August 22, 2012