

Art and Science of Counselling in School Settings

St. John's Counselling Service

ESF Spring 2009 Course



Empowering the Human Spirit Towards Greater Awareness for Growth and Happiness

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Introduction

In 1997 *St. John's Cathedral* enacted upon a commitment to have both a spiritual and counselling presence in Hong Kong, hence the birth of *St. John's Counselling Service (SJCS)*. Subsequently in 2007 SJCS embraced *Positive Psychology* as the key element in our vision in moving forward beyond 2009 to provide an caring, professional, safe and comfortable environment for counselling and therapeutic services.

Today SJCS employs over 20 counsellors who are psychologists or clinical social workers providing counselling and therapy for children, teens and adults with a mission *to enhance growth and happiness* for all our clients. Our services include on-site school counselling for children and teens at various international colleges and local schools, employee assistance programs (EAP) for Hong Kong's companies, individual - couple - family counselling services, psychometric testing, life and career coaching, crisis response team for natural disasters and human tragedy, internship programs for master and doctoral psychology students, detox - substance abuse rehab programs in U.S. and Thailand, and training programs for pastoral counsellors, teachers, academics and education administrators, consultants, working adults, students, human resource managers, nurses, general healthcare practitioners, and mental health professionals.

Our Training History

St. John's Cathedral has provided pre-marital services for couples for over 150 years. Since 2007 we have offered a pre-marital program entitled the *Happy Marriage Program (HMP)* for couples who will marry at St. John's Cathedral as well as in other faiths and places of worship worldwide. The Happy Marriage Program has two parts: *Happy Life vs Good Life* (the key ingredients to an enduring, happy marriage) and *Who Are You Again?* (better understanding of the "I" and "we" personalities in a marriage). Starting in fall 2009 we will commence training counsellors and clergy from various faiths in our Happy Marriage Program.

SJCS delivered a program entitled *Skilled Helping Relationships (SHR)* in 1992 for adults who wanted to learn more about themselves and how to better manage a relationship with others. The course was designed for adults from all walks of life with a total of 15 sessions divided into two parts. Part 1 of the course focused primarily on raising awareness of the self; Part 2 centred on improving intellectual and behavioral awareness when interacting in a "helping profession."

In 2004 SJCS launched the *Relationship Skills Course (RSC)*, formerly known as the Skilled Helping Relationships course, with an additional focus on small group work. The program was designed in helping adults better understand themselves, and how to effectively communicate in personal and professional settings. Like the SHR program, the RSC program had two parts as well as a weekend retreat and practicum. We will update the RSC and relaunch the program in the later part of 2009.

The Training

The Art and Science of Counselling in School Setting is designed with two tracks: 1. Art and Science of Counselling and 2. Special Topics. The premise for both tracks is to provide participants with a greater understanding of recent trends and developments in school counselling from two key aspects: i) how the human brain influences thoughts, feelings and behaviors similarly and differently in schoolage male and females, and ii) the causality and symptoms of the challenges children face today that often times manifest at school: depression, eating disorders, anger, substance abuse, bullying and social isolation.

Specifically for teachers, administrators and other non-counselling professionals, the training is intended to provide a better understanding of the roles and techniques non-counsellors can provide with students in a school setting. Thus, the program is not intended to train teachers to assume an additional role as "classroom shrink," but instead, the training will provide teachers with a greater sense of awareness with front-line assessment skills to effectively intervene and initiate a call for action for the student in need. As a result of the training, teachers will also gain a greater sense of control and confidence in dealing with parents and students on matters requiring mental health care.

For school-based counsellors and social workers, the training will provide updated information on how to assess and intervene with students who have issues with drugs and alcohol, eating disorders, generalized anxiety, ADD/ADHD, depression, anger, bullying and managing conflict. Concurrently, counsellors and social workers will enhance their knowledge on the contributing factors such as parenting, childhood development, learned behaviors, and hormonal-genetic factors that cause poor mental health and declining school performance issues. In short, now more than ever mental health professionals must (better) understand the biology behind the behaviors and emotions of our students.

Regarding the topics around the *Art and Science of Counselling*, participants will be able to acquire a basic understanding on how the three areas of the human brain actually influence behavior, thoughts and emotions. The training material will be easy to understand, and equally as well, helpful when trying to (better) assess and intervene as a teacher or counsellor. A key focus will be how children and teens balance the *need to survive* and the *need to connect to others*, and why those two areas are important to understand when conducting *school-based assessment-intervention*.

The second part, *Special Topics*, presents an easy-to-understand and accurate description of what is substance abuse and addiction, eating disorders and self-image, ADD/ADHD and generalized anxiety, depression - anger, and aggression - bullying. This part of the training will provide a quick reference guideline of signs and symptoms teachers and counsellors can use to further strengthen frontline assessment and intervention with children and teens around these challenges

Administrative Details

Intended Audience:

Participants who are pastoral counsellors, school counsellors, academic administrators, teachers, teacher assistants, school social workers and PTA members.

Medium of Instruction:

English (presentations and training material).

Pre-Course Material:

To be announced

Course Material:

Recommended Reading:

making happy people by Paul Martin, Ph.D.

Toxic Parents by Susan Forward, Ph.D.

Addiction-Proof Your Child by Stanton Peele, Ph.D, J.D.

Terrible Teens by Kate Figes

How Children Learn by John Holt

101 Healing Stories for Kids and Teens by George W. Burns, Ph.D.

Handouts: To be distributed relating to the topics explored.

Case Studies: On a section by section basis relating to the topics explored.

Meeting Times:

Full Version: 2 eight hour block of instructions (this can be restructured to fit your hours)

Fast track: 1 eight hour block of instruction (this can be restructured to fit your hours)

Scheduling: Training can be done day, evening and weekends! The client decides!

Meeting Place:

Your venue of choice



“Teenage boys, goaded by their surging hormones run in packs like the primal horde. They have only a brief season of exhilarating liberty between control by their mothers and control by their wives.”

Camille Paglia

Presentation Details

Blended Learning:

There will be a balance of both theory and practical application themes in all the scheduled sessions whereby the participants will be exposed to various learning scenarios. All sessions will have a case study and a set of ready-to-use techniques. Some sessions may include small group work, and some sessions may even invite participants to share classroom examples. In short, each session will have a balance of theory (*what* is it), application (*how* to use it) and case study (*where* it was applied).

Participants may bring laptop computers but is not a requirement. Video recording is not permitted.

Facilitators:

Lead Facilitator:

Dr. Mark L. Gandolfi, St. John's Counselling Service Executive Director, has been a clinical psychologist and health care executive for over 26 years in the U.S. and Asia. Dr. Gandolfi's clinical experience has included working with children and teenagers in areas of grief, depression-anxiety disorder, family dynamics, substance abuse, addictive disorders, teenage sexuality, cutting and bullying. Dr. Gandolfi has also taught university and training courses in Hong Kong, Philippines, Malaysia, China and the U.S. in areas of counselling and therapy, anger and stress management, rehabilitation, healthcare management, family and marriage, substance abuse, crisis management, family violence, child sex abuse and trauma, suicide, and action learning. Dr. Gandolfi also clinically supervises graduate students in psychology and social work from Monash University and University of New England (Australia), Hong Kong University and City University (Hong Kong) at St. John's Counselling Service, and works closely with various Hong Kong international-local schools and colleges with teachers, administrators, parents and students on various mental health matters.

Co-Facilitator: There will also be a SJCS counselling/clinical psychologist and/or a clinical social worker who will co-facilitate with Dr. Gandolfi in the training. St. John's Counselling Service has several well qualified counsellors who provide psychometric testing, play and art activities, and social skills counselling for children and teens in English and Chinese.



Day 1: The Art and Science of Counselling

Session 1 - Intervention - Advising - Counselling - Therapy

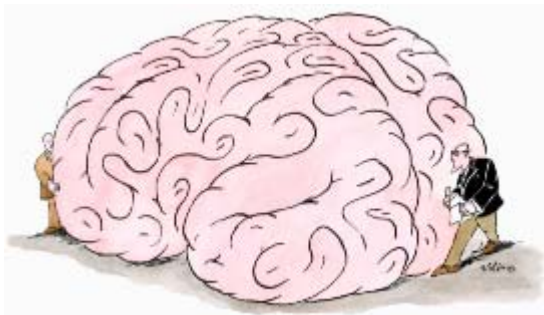
- Understanding the overlaps and differences with intervention, advising, counselling, therapy
- Identifying the two key processes in mental health: healing the anguish and learning about happiness
- Discussing the challenges and trends in mental health with kids and children
- Clarifying what happens in a counselling process with kids and teens
- Case study: Teenage female brain and sexuality

What upsets people is not things themselves, but their judgments about the things.

Epictetus, Greek Stoic Philosopher 1st Century AD

Session 2 - Understanding the Hard Wiring

- Understanding the soft, hard and big science in studying the human brain and mind
- Identifying the similarities and differences in male and female structure
- Discussing the structures of the left and right sides of the human brain
- Clarifying the impact injuries and illness have on the male and female brain structure
- Case study: Hormones, depression and the female brain



Session 3 - Understanding the Software

- Understanding how our environment *affects our biology* but *does not lock-in behavior*
- Identifying the vital functions of the three main areas in the human brain
- Discussing the key differences in how the male and female brains function
- Clarifying the impact injuries and illness have on the female and male brain functions
- Case study: Aggression, assertiveness and the male brain

Never be afraid to do something new. Remember, amateurs built the ark; professionals built the Titanic.

Anonymous

Session 4 - Clarifying the 5 Stages of Counselling (Where Do Schools Fit In)

- Understanding where does counselling fit into today's school system (academics & administration)
- Identifying the five stages of counselling from assessment to closure
- Discussing the areas teachers and schools can contribute to the counselling process
- Clarifying when should a teacher/school intervene and how to follow-up with intervention
- Case study: Teenage female brain and cutting



Minds are like parachutes, they only function when open.

Thomas Dewar

Session 5 - Dealing With Toxic Parents

- Understanding the difference between "Daddy/Mommy hats" and "Parent hats"
- Identifying the elements of trauma, abuse and denigration and how they impact kids
- Discussing what is a toxic parent and how parents go from good to bad
- Clarifying when should social services/police be called and how to manage adversarial situations
- Case Study: Teenage male and physical abuse by parent

Session 6 - Enhancing Learning and Memory (Intelligence)

- Understanding the importance of learning and memory (how it impacts counselling)
- Identifying the six kinds of intelligence that influence human behavior
- Discussing the various models of learning which guide human behavior
- Clarifying the four models of thinking by the male and female brain
- Case study: Mood, learning and academic success for teenage brains

Session 7 - Special Topic: How to Make Happy Kids

- Understanding the key ingredients for a happy home
- Identifying what makes our kids happy so school performance increases
- Discussing the importance of facial-body language with kids and happiness
- Clarifying where our kids seek happiness during the developmental stages
- Case Study: How male and female child-teen brains seek peanuts and avoid fires

Day 2: Special Topics

Session 1 - Drugs and Alcohol: When Does Experimentation Become Abuse

- Understanding the difference between experimentation, abuse and addiction
- Identifying environmental factors that increase the risk for abuse and addiction
- Discussing the psychological and physical impacts on the teenage abuser
- Clarifying the steps for intervention and re-entry into school for substance abusers
- Case study: Tips on how to assess a student who is abusing drugs or alcohol



A teenager is always too tired to hold a dishcloth, but never too tired to hold a phone.

Anonymous

Session 2 - Minding the Waist is a Terrible Thing to Waste

- Understanding the 4 types (not 2) of eating disorders
- Identifying the environmental factors that contribute to an eating disorder
- Discussing the difficulties and challenges in managing eating disorder students in school
- Clarifying the elements of an eating disorder contract with parents and the school
- Case study: Tips on how to assess a student who may be developing an eating disorder

Session 3 - ADD/ADHD and Generalized Anxiety (GAD): Myths and Facts About Spirited Kids

- Understanding the definitions and different types of ADD, ADHD, and GAD
- Identifying the areas anxiety disorders can impact learning and testing
- Discussing the role worry and rumination play in developing - sustaining anxiety disorders
- Clarifying classroom guidelines to increase attention and reduce classroom disruptions
- Case study: Tips on how to assess a student is with ADHD or general anxiety

Session 4 - Understanding the Common Cold of Mental Health: Depression

- Understanding the causes and different types of childhood-teen depression
- Identifying the forces that cause male suicides (on the rise) and female cutting (alarming rates)
- Discussing the mood and emotion elements of depression
- Clarifying why certain types of depression require medications and other's don't
- Case study: Tips on how to assess a student is suffering from depression

Imagination is something that sits up with Mom and Dad the first time their teenager stays out late.

Lane Olinghouse

Session 5 - Toxic Kids and Teenagers

- Understanding what is a toxic child and what sustains the "bad" in otherwise good kids
- Identifying how the internet causes abuse and addictive behaviors in kids
- Discussing ways to set agreements with kids to reduce risk and harm
- Clarifying what is bullying, ways to prevent and ways to treat
- Case study: Tips on how to redirect a bully, empower the victim

Session 6 - Local Trends with Teenagers in Hong Kong (Special Topic)

- Understanding the negative impact high achievers and super teens experience
- Identifying the social factors that contribute to rising STD's with HK teenage females
- Discussing the growing incidents of anger and parental-nanny abuse by HK kids
- Clarifying the assimilation issues with kids and teens who move to HK
- Case study: Tips on how to spot a student who is self-parenting ("dad is away, mom is busy")

Closing of Training: Questions and Answers

