



# McMaster Divinity College

## MS3SP3a Supervised Pastoral Education (SPE): Pastoral Counselling Education (PCE) – Course Stream

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Sept 14 to Dec 07, 2022  
Wed 11:00am – 1:50 pm

### 1. DESCRIPTION:

#### **Basic Pastoral Counselling Education (PCE) Units: Course-Based**

“Course-based SPE” combines two types of education: formal or classroom-based instruction and experiential or practice-based instruction. Successful completion of MDC’s course-based SPE unit involves the successful completion of two approved counselling courses (one per semester) and both portions of practice-based education in the same academic year. The educational components of practice-based educational experience include clinical practice experience in a setting approved by MDC, participation in scheduled supervision sessions (individual/dyadic supervision & group supervision), ethical/spiritual reflection, theory building, and reflecting on the “safe and effective use of self” (i.e., interpersonal relations). The student’s clinical work will be supervised by means of audio/video tapes and/or verbatims which will be shared within the supervision group. *Students enrolled in a Basic unit of course-based SPE are expected to complete and document a minimum of 125 hours of direct client contact by the end of the second semester.*

**SPECIALIZATIONS:** Counselling and Spiritual Care (CS).

#### **Advanced Pastoral Counselling Education (PCE) Units: Unit-Based**

“Unit-based PCE” is available to individuals who have graduated from MDC’s specialization in Counseling and Spiritual Care. Depending on enrollment, a graduate of MDC’s specialization in Counseling and Spiritual Care may be accepted as a “Unit-based PCE” student as long as they are not taking the place of a student who is currently registered in coursework at MDC. To receive credit for this integrative learning experience the student must educational components of the PCE. These educational components include attendance at scheduled supervision sessions at MDC (individual/dyadic supervision & group supervision), clinical practice experience, ethical/spiritual reflection, theory building, and reflecting on the “safe and effective use of self” (i.e., interpersonal relations), assigned readings, and written assignments. The student’s clinical work will be supervised by means of audio/video tapes and/or verbatims which will be shared within the supervision group. Individuals enrolled in an Advanced unit of unit based PCE are expected to complete and document a minimum of 150 hours of direct client contact (**Note:** *students whose goal is to be certified by CASC/ACSS are advised that they need to complete 500 hours of direct client contact at the Advanced level before they can proceed for certification*).

**SPECIALIZATIONS:** Counselling and Spiritual Care (CS).

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## **2. COURSE FORMAT:**

The objectives of this portion of the SPE unit will be met through a combination of practical experience, supervision of practice by an on-site preceptor, weekly supervision provided by Dr. Mutter, personal reflection on practice, and independent learning activities. Supervision will meet in-person on the MDC campus.

## **3. SPE and COVID-19**

### **3.1. COVID-19 and THE SPE PLACEMENT**

SPE students are expected to comply with the COVID-19 protocols that govern the placement.

### **3.2. COVID-19 and IN-PERSON LEARNING IN THE SPE GROUP**

It is possible that some in-class activities may include face-to-face conversations that will place students less than two metres apart. It is also acknowledged that there remains a risk of exposure to COVID-19 from in-person contact. As a result, there is a risk of contracting the virus while in class, transmitting the virus to class members and the course instructor, and/or exposing third parties to the virus (i.e., family members or other individuals within the community). For these reasons, students who attend this course in-person are requested to wear suitable PPE when attending in-person class sessions.

If you are feeling ill, have been exposed to Covid, or are experiencing symptoms, we ask that you consult the Ontario self-assessment online tool and self-isolate for 5 days. Once you are feeling better, consult the self-assessment tool again to determine if it is safe for you to end your isolation. The tool will likely suggest that you remain masked for 10 days once you are feeling better. The self-assessment tool can be found here: <https://covid-19.ontario.ca/self-assessment/>

If you become ill and need to miss class meetings, please contact the course instructor as soon as possible so that you can access the class and/or make up missed work.

## **4. INSTRUCTOR:**

**Biography:** Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College. Dr. Mutter is a Registered Psychotherapist (CRPO), an AAMFT Clinical Fellow & Approved Supervisor, a Certified Pastoral Counsellor & Associate Teaching Supervisor (CASC/ACSS); and a Registered Marriage and Family Therapist (CAMFT). Dr. Mutter's ministry and counselling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

## **5. GOALS:**

Students will develop an individual learning contract based on the CASC/ACSS competencies and the CASC/ACSS goals for Pastoral Counselling Education. At the end of this SPE Unit the student will demonstrate beginner competency in the following domains.

<b>CASC/ACSS Competency Domains</b>
<b>1. Professional Identity</b> <i>Relevant CRPO Competency Domains</i> 1.4 Integrate awareness of self in relation to professional role. 3.3 Maintain self-care and level of health necessary for responsible therapy. 3.4 Obtain clinical supervision & consultation when necessary. 4.3 Apply safe and effective use of self in the therapeutic relationship.
<b>2. Knowledge</b>
2.1. Spiritual / Religious / Cultural <i>Relevant CRPO Competency Domains</i> 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice.
2.2. Psychological Theories <i>Relevant CRPO Competency Domains</i> 1.2 Work within a framework based upon an established psychotherapeutic theory. 1.3 Integrate knowledge of comparative psychotherapy relevant to practice.
2.3. Research <i>Relevant CRPO Competency Domains</i> 5.1 Access and apply a range of relevant professional literature. 5.2 Use research findings to inform clinical practice.
<b>3. Professional Ethical Conduct</b> <i>Relevant CRPO Competency Domains</i> 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice. 3.1 Comply with legal and professional obligations. 3.2 Apply ethical decision making
<b>4. Professional Skills</b>
4.1. Therapeutic Relationship <i>Relevant CRPO Competency Domains</i> 2.2 Build and maintain effective relationships. 4.1 Engage in psychotherapy with clients and maintain a professional frame for therapy. 4.2 Establish and maintain an effective therapeutic relationship. 4.3 Apply safe and effective use of self in the therapeutic relationship. 4.5 Structure and facilitate the therapeutic process.
4.2. Assessment <i>Relevant CRPO Competency Domains</i> 4.4 Conduct an appropriate risk assessment. 4.6 Identify when and how to refer clients appropriately. 4.7 Conduct an effective closure process to end a course of therapy appropriately.
4.3. Intervention <i>Relevant CRPO Competency Domains</i> 1.2 Work within a framework based upon an established psychotherapeutic theory. 1.3 Integrate knowledge of comparative psychotherapy relevant to practice. 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice.
4.4. Documentation <i>Relevant CRPO Competency Domains</i> 2.1 Use effective professional communication. 3.5 Provide reports to third parties.
4.5. Leadership

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## 6. COURSE TEXTS AND READINGS:

### 6.1. Required Reading: Books

**Bookstore:** Texts may be purchased from the *Hurlburt Family Bookstore* located beside the Chapel entrance, opposite Cullen Hall.

Address: Read On Bookstore, 5 International Blvd., Etobicoke, Ontario. M9A 3C3.

Bookstore Phone: 416 620 2934

Cell to text orders: 416 668 3434

Email for orders [books@readon.ca](mailto:books@readon.ca)

Mutter, Kelvin F. (Ed.) <i>Supervised Pastoral Education Placement Handbook</i> . (a pdf copy of the manual will be posted on A2L)	Basic & Advanced SPE
Taibbi, Robert. <i>The Art of the First Session: Making Psychotherapy Count from the Start</i> . New York: Norton, 2016	Basic & Advanced SPE
Truscott, Derek, and Kenneth H. Crook. <i>Ethics for the Practice of Psychology in Canada</i> . Third Edition. Edmonton: University of Alberta Press, 2021.	Basic & Advanced SPE
Zuckerman, Edward L. <i>Clinician's Thesaurus: The Guide to Conducting Interviews and Writing Psychological Reports</i> , 8th Edition. New York: Guilford, 2019.	Basic & Advanced SPE

### 6.2. Required Reading: Articles

All required articles for this course are available from the periodical databases provided by the McMaster University library.

Canadian Association for Spiritual Care (CASC). "Code of Ethics." <i>CASC/ACSS Policy and Procedure Manual</i> , Chapter 5. Canadian Association for Spiritual Care. (posted on A2L)	Basic & Advanced SPE
College of Registered Psychotherapists of Ontario (CRPO). <i>Code of Ethics</i> . College of Registered Psychotherapists of Ontario. (posted on A2L)	Advanced SPE
Duggan, John. "COVID-19 and Telebehavioral Health: Ethical Considerations During a Public Health Emergency." (a pdf copy of this draft article will be posted on A2L)	Advanced SPE
Mutter, Kelvin F. "The Theory and Practice of The Assessment Interview." (a pdf copy of this draft article will be posted on A2L)	Basic & Advanced SPE

## 4. COURSE SCHEDULE:

DATE	CLASS TOPIC / ACTIVITY
<b>Pre-reading:</b> (All) Taibbi, ch. 1; Truscott & Crook, chs. 1–2; MDC Placement Manual, Section II.F.7	
Sept 14, 2022	<b>Group Discussion and Supervision: Introductory Matters</b> <ul style="list-style-type: none"> <li><i>Ethics Case Study (based on Truscott &amp; Crook reading)</i></li> <li><i>Structuring the Clinical Interview</i></li> </ul>
<b>Pre-reading:</b> (All) CASC/ACSS Code of Ethics; Truscott & Crook, ch. 3. <b>(Advanced)</b> CRPO Code of Ethics & Duggan article.	
Sept 21, 2022	<b>Group Discussion and Supervision:</b> <ul style="list-style-type: none"> <li><i>Professional Ethics in Clinical Practice.</i></li> <li><i>Ethics Case Study (based on Truscott &amp; Crook reading)</i></li> </ul>

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DATE	CLASS TOPIC / ACTIVITY
<b>Pre-reading: (All)</b> Taibbi, ch 4; Truscott & Crook, ch. 4; Zuckerman, ch. 12 (focus on discussions about abuse, danger to others, domestic violence, eating disorders, self-harm and suicidality, sexual abuse, substance abuse, and trauma); & MDC Placement Manual, Section V: Risk Assessments.	
Sept 28, 2022	<b>Group Discussion and Supervision:</b> <ul style="list-style-type: none"> <li>• <i>Making Ethical Decisions and Ethics Case Study (based on Truscott &amp; Crook reading)</i></li> <li>• <i>Assessing Risk.</i></li> <li>• <i>Case Consultation &amp; Learning.</i></li> </ul> <b>BASIC &amp; ADVANCED SPE: Learning Contract (due Sept 28, 2022)</b>
Oct 5, 2022	<b>Individual/Dyadic Supervision:</b> Supervision of casework (verbatim or recording) <sup>1</sup>
<b>Pre-reading: (All)</b> Taibbi, chs 2–3; Truscott & Crook, ch. 5; Mutter, “The Theory and Practice of The Assessment Interview.”	
Oct 12, 2022	<b>Group Discussion and Supervision:</b> <ul style="list-style-type: none"> <li>• <i>Ethics Case Study (based on Truscott &amp; Crook reading)</i></li> <li>• <i>Informed consent; Case-based Learning</i></li> </ul> <b>BASIC &amp; ADVANCED SPE: Risk Assessment (due Oct 12, 2022)</b>
Oct 19, 2022	<b>Individual/Dyadic Supervision:</b> Supervision of casework (verbatim or recording)
Oct 26, 2022	<b>Hybrid Week: Optional Individual/Dyadic Supervision</b>
<b>Pre-reading: (All)</b> Truscott & Crook, ch. 6; Zuckerman, chs. 6, 9 & 10.	
Nov 2, 2022	<b>Group Discussion and Supervision:</b> <ul style="list-style-type: none"> <li>• <i>Ethics Case Study (based on Truscott &amp; Crook reading)</i></li> <li>• <i>“Assessment”</i></li> <li>• <i>Case-based Learning</i></li> </ul>
Nov 9, 2022	<b>Individual/Dyadic Supervision:</b> Supervision of casework (verbatim or recording)
<b>Pre-reading: (All)</b> Zuckerman, chs. 14–18.	
Nov 16, 2022	<b>Group Discussion and Supervision:</b> <ul style="list-style-type: none"> <li>• <i>Ethics Case Study</i></li> <li>• <i>The Person in the Environment; Case-based Learning</i></li> </ul>
Nov 23, 2022	<b>Individual/Dyadic Supervision:</b> Supervision of casework (verbatim or recording) <b>BASIC &amp; ADVANCED SPE: Practice Assessment based on Case Study (due Nov 23, 2022)</b>
<b>Pre-reading: (All)</b> Zuckerman, chs 25–26.	
Nov 30, 2022	<b>Group Discussion and Supervision:</b> <ul style="list-style-type: none"> <li>• <i>Ethics Case Study</i></li> <li>• <i>Setting Attainable Clinical Goals; Case-based Learning</i></li> </ul>
Dec 7, 2022	<b>Mid-placement Evaluations:</b> Individual sessions with the course instructor.

<sup>1</sup> Individual or Dyadic supervision times will be determined on September 14, 2022.

## **7. EXPECTATIONS AND ASSIGNMENTS (Fall 2022)**

### **Attendance & Participation**

Except for illness or extenuating circumstances students are expected to be at their placement site each week of the SPE Unit. In the event of an absence, it is the student's responsibility to directly inform both their on-site as well as the SPE instructor.

Except for illness or extenuating circumstances students are expected to attend all scheduled supervision sessions at MDC and participate in the learning activities. Participation in this supervision includes preparing a written verbatim of a counselling encounter using the assigned format which will be presented as a case study and engaging with the supervisory conversation.

### **7.1. "Reflecting On" practice**

#### ***Learning Objectives***

- To demonstrate awareness of the impact of the client's context on the therapeutic process.
- To employ effective skills in observation of self, the client, and the therapeutic process.
- To demonstrate awareness and maintenance of appropriate therapeutic boundaries.
- To demonstrate awareness of the impact of the therapist's subjective context on the therapeutic process.
- To recognize the impact of power dynamics within the therapeutic relationship.
- To protect client from imposition of the therapist's personal issues.
- To employ effective and congruent verbal and non-verbal communication.

#### **7.1.1. "Use of Self" Reflection Journals (Knowing, Being, Doing)**

The best counsellors and clinicians reflect on and learn from both their failures as well as their successes. The student will keep a weekly journal (approx. 1 hour per week) in which they identify and briefly reflect on important situations and/or concerns that arise during their placement. It is permissible for a student to reflect on the same situation/question over the course of multiple weeks. This journal is intended to promote self-awareness as well as awareness of others. This journal is for personal use only and will not be graded.

#### ***Writing the Journal***

Step 1: Select and describe an experience or situation in your placement that was significant.

Step 2: Identify the issues that are of concern to the client, including the feelings evoked within the client, as well as the client's world of meaning as it applies to the issue/situation.

Step 3: Identify your awareness of your responses to the client's story: e.g., emotions that were evoked, personal issues (past or present) that may have been evoked, personal beliefs or biases that have been evoked, etc.

Step 4: Reflect on this experience in light of the CASC/ACSS and CRPO codes of ethical practice. Are any issues raised with respect to your response to this situation?

Step 5: Reflect on this experience in light of the themes and skills identified in Sbanotto et al.

Step 6: Reflect on this experience in light of Scripture; allow the words, scenes, passages of Scripture to surface and shape your thinking.

Step 7: Identify what you have learned from this experience and how it has shaped your view of yourself as both a counsellor and a ministering person.

### 7.1.2. Verbatims and Audio/Video Recordings of Counselling Sessions

Weekly

#### 7.1.2.1. Audio/Video Recordings of Counselling Sessions

The best student learning results from observing one's own work and reflecting on it. Each week students are required to provide evidence of their growing edges as a counsellor and their counselling skills by presenting a portion of an audio recording of a session with a client. Students whose placements do not permit them to record counselling sessions will need to speak with the course professor about a suitable alternative learning experience: e.g., record a session with a fellow student who has consented to be part of a mock interview scenario, or a write a verbatim of a session.

**Instructions:**

- Record a counselling session.
- Follow the instructions in the *SPE Placement Handbook* titled: "Use of Audio and Video Recordings for Supervision Purposes."
- Select a brief portion of the session for which you desire feedback. Audio selections may be chosen because i) a student wishes to demonstrate a successful use of a counselling skill, ii) a student wants feedback on their use of a particular skill or use of skills, iii) a student is feeling 'lost' and is seeking guidance as to how to respond to what has been said, or iv) for other reasons.
- Ask yourself the following questions as you prepare to present this recording.
  - What do you believe you did well in this session / segment?
  - What do you want the instructor/group to focus on as they listen to the recording? Is there a specific question you wish to have answered?

#### 7.1.2.2. Verbatim Assignments

Students will reflect on, and write a verbatim report derived from, a single counselling session. These verbatim reports will be 8 pages, single-spaced, adhere to the verbatim format provided to the class.

**Instructions:**

- Listen to a recording of a counselling session with client and transcribe a five-minute segment that you wish to reflect on.

**NOTE 1:** In the absence of a recording, the student will, immediately after the session, write a transcript of a segment of the counselling session based on their memory.

**NOTE 2:** To obscure the client's identity and protect their confidentiality students are required to omit and/or change any information that may identify the person (e.g., name, names and ages of family members, number of children, employment data, affiliations, etc.).

- Use the transcription to write a verbatim account (cf. Practicum Manual) of the counselling session that includes the following elements.
  - Known Facts, Pre-constructions, and Initial Observations.
  - Verbatim of the conversation.
  - Reflection on the conversation.

### 7.1.3. Mid-Placement Evaluations (Knowing, Being, Doing)

Dec 7, 2022

The purpose of these evaluations is to identify and reinforce what the student has learned in the SPE Unit.

- The student will meet with their on-site supervisor to complete and review the counselling skills rating sheet that will be provided.

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- The student and the SPE course instructor will each complete the CASC/ACSS evaluation form and meet to discuss these evaluations during the week on Dec 7, 2022.

## **7.2. “Reflecting For” practice**

### **7.2.1. Learning Contact (Knowing, Being, Doing)**

**Sept 28, 2022**

The student will collaborate with their Field Instructor to develop a set of learning goals which will form the basis of their learning contract and subsequent evaluation.

### **7.2.2. Risk Assessment (Knowing, Doing)**

**Oct 12, 2022**

Based on the case study provided, consider this individual’s known risk to self and others. What questions would you ask this person to complete a risk assessment? Assignment should not exceed one page (single spaced).

### **7.2.3. Assessment (Knowing, Doing)**

**Nov 23, 2022**

Draw on in-class discussion and the Practicum Handbook to write an assessment for the case study. Assignment should not exceed two pages (single spaced).

#### ***Questions to consider.***

- What does the client perceive to be the core problem?
- Identify relevant historical data present in the case study? What potentially relevant historical data (perhaps not mentioned) would you ask about? Provide a brief statement of the purpose of this/these question(s).
- Has the client tried anything to cope with his situation? If so, how? Outcome?
- What skills, insights, competencies, etc. do you discern in the client’s story (e.g., evidences of or potential for change)? You are free to imagine or add data as long as it is consistent with the initial case data.
- How do you think the client would answer the question “How do you think that counselling will help you?” (i.e., counselling goal)
- What factors might help support the change process?
- What do you perceive to be the core problem?
- What do you see to be the “next step” in counselling this individual?

## **8. COURSE ADMINISTRATION:**

### **Instructor Availability:**

Throughout the course, Dr. Mutter will be available via email (mutterk@mcmaster.ca), WebEx and the discussion forum on Avenue to Learn. During the hybrid week, Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled.

### **Interpersonal Interactions:**

*General:* Please respect the opinions of others, even if you do not agree with them. Feel free to respond logically and in an orderly manner.

Students are encouraged to...

- Arrive on time.
- Stay for the entire SPE session.

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- Not engage in anything during the SPE session that prevents them or others from focusing and participating in the discussions.
- Not to carry on private conversations. This applies to spoken and electronic communication. If something is unclear, the whole group will benefit by a question being asked out loud.
- Silence cell phones and related devices during class. If a student must for some reason accept a phone call, he or she ought to discretely leave the SPE session to do so.

### **Written Work:**

#### *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).

#### *College Style for Written Work:*

All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

#### *Length:*

Students are expected to adhere to the assignment page / word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

#### *Submission of Written Work:*

All written work is to be submitted by email in either MSWord format, “Rich Text Format” (i.e., \*.rtf), or as an Open Office document. PDF files are not acceptable as it can be more difficult to provide comments and feedback on the assignment.

#### *Deadlines:*

All assignments are due on the day indicated (by email before 5 p.m. of the day due). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension has been obtained from the instructor prior to the deadline. Assignments cannot be submitted after December 10, 2020 without written permission from the Office of the Registrar.

#### *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 McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

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## 9. Recommended Reading:

- Bannink, Fredrike. *1001 Solution-Focused Questions: Handbook for Solution-Focused Interviewing*. New York: Norton, 2010.
- Bannink, Fredrike. *101 Solution-Focused Questions for Help with Anxiety*. New York: Norton, 2015.
- Bannink, Fredrike. *101 Solution-Focused Questions for Help with Depression*. New York: Norton, 2015.
- Bannink, Fredrike. *101 Solution-Focused Questions for Help with Trauma*. New York: Norton, 2015.
- Brown, Jacob. "The Question Cube." *Journal of Marriage and Family Therapy* 23 (1997) 27–40.
- De Jong, Peter and Insoo K. Berg, *Interviewing for Solutions*. 4th ed. Belmont, CA: Wadsworth, Thomson, Brooks/Cole, 2013.
- Freedman, Jill, and Gene Combs. *Narrative Therapy: The Social Construction of Preferred Realities*. New York: Norton, 1996.
- Hedtke, Lorraine. "Creating Stories of Hope: A Narrative Approach to Illness, Death and Grief." *Australian and New Zealand Journal of Family Therapy* 35 (2014) 4–19.
- Ivey, Alan E. et al. *Intentional Interviewing and Counseling: Facilitating Client Development in A Multicultural World*. 7th ed. Belmont, CA: Thomson, Brooks/Cole, Cengage, 2010.
- Morgan, Alice. *What is Narrative Therapy? An Easy-to-Read Introduction*. Adelaide, Australia: Dulwich, 2000.
- O'Hanlon, B., and M. Weiner-Davis. *In Search of Solutions: A New Direction in Psychotherapy*. Rev. ed. New York: Norton, 2003.
- Sbanotto, Elisabeth A. Nesbit, et al. *Skills for Effective Counseling: A Faith-Based Integration*. Downers Grove, IL: IVP Academic, 2016.
- Turnell, A., and L Hopwood. "Solution-Focused Brief Therapy I: A First Session Outline." *Case Studies in Brief and Family Therapy* 8 (1994a) 39–51.
- Turnell, A., & Hopwood, L. "Solution-focused Brief Therapy II: An Outline for Second and Subsequent Sessions." *Case Studies in Brief and Family Therapy*, 8 (1994b) 52–64.
- Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy*. New York: Routledge, 2014.
- White, Michael and David Epston. *Narrative Means to Therapeutic Ends*. New York: Norton, 1990.
- White, Michael. *Re-authoring Lives: Interviews and Essays*. Adelaide: Dulwich, 1995.
- White, Michael. *Maps of Therapeutic Practice*. New York: Norton, 2007.