McMaster Divinity College

MS 3P1230 Advanced Counselling Skills: Focused, Short-term Therapies

Winter Term 2026 │ Tuesdays 9:00am – 10:50 am │ Camelford Hall

In-person and Online (Synchronous)

The Mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development and vocational formation.

---

1. **COURSE INSTRUCTOR**: Kelvin F. Mutter, DTh   **EMAIL:** mutterk@mcmaster.ca

2. **TEACHING PHILOSOPHY:**

   The purpose of professional practice education is to train competent practitioners within a particular discipline, in this case the disciplines of psychotherapy and spiritual care. In short, this means engaging students in learning activities that support them in the quest to think and behave like a psychotherapist or spiritual care provider.

   When viewed through the rubric of MDC's learning rubric of Knowing, Being, and Doing, professional competency in these domains may be defined as follows.

   2.1. The ability to think like a psychotherapist or spiritual care provider as evidenced in the ability to use of two or more models of practice to assess a client's current struggles, decide on the key concern(s), select a treatment model, develop a suitable treatment plan that reflects the selected treatment model, and assess progress. [KNOWING]

   2.2. The learned capacity to be aware of and understand one's own subjective context and patterns of interaction as they inform their participation in the therapeutic relationship with a client; and the practitioner's self-reflective awareness of their personality, insights, perceptions and judgments and their ability to determine in-the-moment how these may either interfere with or assist the therapeutic process. [BEING]

   2.3. The capacity to make clinical decisions that are consistent with the Standards of Practice and Code of Ethics of one's profession; the capacity to provide create a therapeutic relationship with clients; and, a coherent or integrated course of treatment that competently supports clients as the find ways to either live with or resolve challenges in their life situation. [DOING]

3.   COURSE DESCRIPTION:

This course will examine the theoretical, epistemological, conceptual, and empirical foundations that inform the practice of selected newer approaches to counselling and psychotherapy that have emerged since the 1990s. Though differing in their theory and practice, these newer approaches share several common factors, i.e., present-focused, focused on alternative outcomes, collaborative, and a tendency to be briefer than many traditional methodologies. Focused and short-term therapies in clinical practice will include Brief Solution-Focused Therapy, Competency-based Therapy, Narrative Therapy, and selected third-wave cognitive and behavioural methodologies. Each theory presented within this course will be reviewed and evaluated noting their influence, strength, and effectiveness.

SPECIALIZATIONS: Counselling and Spiritual Care (CS).

4.   COURSE FORMAT:

This course will be delivered in-person as well as via livestream for students who are unable to commute to MDC. The objectives of this course will be met through a combination of student independent learning in combination with guided in-class learning exercises, in-class reflections on student observations, and responses to student questions related to the course material. Reading material is assigned for all class sessions and students are expected to read the assigned materials before class and to incorporate the class readings in class discussions.

5.   COURSE GOALS:

Course readings, instructional activities, and assignments are designed to contribute to the student abilities in the following CRPO Competency domains: 1.2, 1.3, 1.5, 2.1, 2.2, 3.4, 4.1, 4.2, 4.6, 4.7.

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student should fulfill the following course objectives:

Knowing

- To recognize and describe the specific skills used in at least two different forms of focused or short-term counselling.
- To learn a basic framework for short-term structured counselling.

Being

- To recognize personal bias with respect to the use of focused and short-term counselling methodologies.
- To recognize personal and professional limits, including when to make referrals and consultations.

Doing

- To demonstrate an ability to work within a counselling framework that is based upon an established theory of short-term counselling.
- To encounter the counsellee's/client's life narrative through dialogue, observation and emotional understanding.
- To engage the counsellee's/client's experience.
- To establish and maintain the core conditions for therapy.

- To facilitate exploration of a counsellee's/client's sense of purpose and meaning in life.
- To focus on the counsellee's/client's perspective.
- To hear the themes and concerns in the counsellee's/client's life by means of listening to their story.
- To integrate knowledge of psychotherapy into one's counselling practice.
- To structure and facilitate the therapeutic process.

6. COURSE TEXTS AND READINGS:

6.1. Required Reading: Books

All required textbooks for this class are available from the *Hurlburt Family Bookstore* located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The *Hurlburt Family Bookstore* also carries other books and merchandise and is open throughout the academic year during posted hours.

Connie, Elliott E., and Adam S. Froerer. *The Solution Focused Brief Therapy Diamond: A New Approach to SFBT That Will Empower Both Practitioner and Client to Achieve the Best Outcomes*. Carlsbad, CA: Hay House, 2023. ISBN:978-14019-7049-9

Morgan, Alice. *What is Narrative Therapy? An Easy-to-Read Introduction*. Adelaide, Australia: Dulwich, 2000.

6.2. Required Reading: Articles & Book Chapters

Bertolino, Bob and Bill O'Hanlon. "Foundations of a Collaborative, Competency-Based Approach." In Bob Bertolino and Bill O'Hanlon, Collaborative, Competency-Based Counselling and Therapy, 13–18. Boston: Allyn and Bacon, 2002.

Masuda, Akihiko, and Shireen L. Rizvi. "Third-Wave Cognitive-Behaviorally Based Therapies." In B. Messer & N. J. Kaslow (eds.). *Essential Psychotherapies: Theory and Practice*, Fourth Edition, 183–217. New York: Guilford, 2019.

Rollnick, Stephen, et al. "Motivational Interviewing." In Stephen Rollnick et al. *Motivational Interviewing in Health Care: Helping Patients Change Behavior.*, pp. 18–27. New York: Guilford, 2023. [available on A2L]

Schumacher, Julie A. and Michael B. Madson. "The Four Processes of MI." In Julie A. Schumacher and Michael B. Madson, *Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*, 42–68. Oxford: Oxford University Press, 2015.

Slive, Arnold and Monte Bobele. "Making a Difference in Fifty Minutes: A Framework for Walk-In Counselling." In Arnold Slive and Monte Bobele (eds.), *When One Hour is All You Have: Effective Therapy for Walk-In Clients*, 37–63*.* Phoenix, AR: Zeig, Tucker and Theisen, 2011.

Slive, Arnold, and Monte Bobele. "Walk-In Counselling Services: Making the Most of One Hour." *The Australian and New Zealand Journal of Family Therapy,* 33(2012) 27–38.

Thomas, Frank, and Jack Cockburn. "Assuming a Competency-Based Stance." In F. Thomas & J. Cockburn, *Competency-Based Counseling: Building on Client Strengths,* 27—37. Minneapolis: Fortress, 1998.

6.3. Suggested Supplemental Reading:

Farber, Eugene A. "Interpersonal Psychotherapy and Brief Psychodynamic Therapies." In S. B. Messer & N. J. Kaslow (eds.). Essential Psychotherapies: Theory and Practice, Fourth Edition, 407–442. New York: Guilford, 2019.

Sbanotto, Elisabeth A. Nesbit, et al. *Skills for Effective Counseling: A Faith-Based Integration.* Downers Grove, IL: IVP Academic, 2016

7. COURSE SCHEDULE:

DATE	CLASS TOPIC and LEARNING ACTIVITY	ASSIGNMENT DUE
Course Orientation and Foundational Frameworks		
Jan 6, 2026	*Recommended Pre-reading:* Farber "Interpersonal Psychotherapy and Brief Psychodynamic Therapies." • Introductory Matters • Brief Lecture and Discussion: Rethinking Psychotherapy	
Refinements		
Jan 13, 2026	Refinements in Interview Methodology *Required Pre-reading*: Rollnick, Stephen, et al. "Motivational Interviewing"; Schumacher & Madson, "The Four Processes of MI." Discussion: Motivating Change	Knowledge Engagement Paper # 1
Jan 20, 2026	Refinements in CBT *Required Pre-reading*: Masuda & Rizvi, "Third-Wave Cognitive-Behaviorally Based Therapies." Discussion: Third-Wave Cognitive-Behaviorally Based Therapies	
Jan 27, 2026	*Required Pre-reading*: Thomas & Cockburn, "Assuming a Competency-Based Stance"; Bertolino & O'Hanlon, "Foundations of a Collaborative, Competency-Based Approach" Discussion: Competency-Based Counselling	Knowledge Engagement Paper # 2
Solution-Focused Brief Therapy: Focus on the Language		
Feb 3, 2026	*Required Pre-reading*: Connie & Froerer, pp 40–67. Discussion: The SFBT "Stance"	
Feb 10, 2026	*Required Pre-reading*: Connie & Froerer, pp 95–130. Discussion: The Diamond Model, part 1	Knowledge Engagement Paper # 3
Feb 17, 2026	**Reading Week**	
Feb 24, 2026	*Required Pre-reading*: Connie & Froerer, pp 154–185. Discussion: The Diamond Model, part 2	

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

DATE	CLASS TOPIC and LEARNING ACTIVITY	ASSIGNMENT DUE
Mar 3, 2026	*Required Pre-reading*: Connie & Froerer, pp 186–227. Discussion: The Diamond Model, part 3	Application #1
Mar 10, 2026	*Required Pre-reading*: Connie & Froerer, pp 228–238. Discussion: The Diamond Model, part 3	
Narrative Therapy: Focus on Meaning		
Mar 17, 2026	*Required Pre-reading*: Morgan chs. 1–3 Discussion: Client Stories and the Story of Hope: Framework, and Basic Skills	Knowledge Engagement Paper #4
Mar 24, 2026	*Required Pre-reading*: Morgan chs. 4–9 Discussion: Client Stories and the Story of Hope: Methods	
Mar 31, 2026	*Required Pre-reading*: Morgan chs. 10–14 Discussion: Strengthening Stories of Hope	Application #2
Single-Session Counselling		
April 7, 2026	*Required Pre-reading*: Slive & Bobele "Walk-In Counseling Services"; Slive & Bobele, "Making a Difference in Fifty Minutes: A Framework for Walk-In Counselling." Discussion: Single Session Counselling-Framework, Skills, and Methods	Knowledge Engagement Paper # 5

8. COURSE EXPECTATIONS AND ASSIGNMENTS

Assignments	Due Date	MACSC	MDiv & MATM (CS)
Participation		10 %	10 %
Knowledge Engagement Papers (five in total)	As assigned	50 %	50 %
Application Assignments (two in total)	As assigned	40 %	40 %

8.1. Reading the Course Text

Taken as a whole, the reading component for this course is intended to advance student skills in the following CRPO Competency domains: 1.2, 1.3, 1.5, 3.4, 4.1, 4.2, 4.6, 4.7.

Students are to read the assigned readings prior to each class. This requirement is intended to meet the following goals.

- to provide a common knowledge base to inform each student's participation in class learning activities.
- to prepare students to write the assigned reflection papers.
- to prepare students to write the final exam.

To support student achievement, the course instructor will provide the students with study resources. These will be posted on Avenue to Learn (A2L).

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

Students are strongly encouraged to make notes on each week's reading as this will facilitate their ability to write their reflection papers (see Appendix A).

8.2. Attendance & Participation   **Weekly**

Except for illness or extenuating circumstances students are expected to attend all scheduled class sessions at MDC and participate in the learning activities.

8.3. Knowledge Engagement Papers (50% of the course grade)   **Due as assigned**

These Knowledge Engagement Papers are designed to advance student skills in the following CRPO Competency domains: 1.2, 1.3, 1.5, 2.1, 2.2, 3.4, 4.1, and 4.2.

Students are expected to submit five knowledge engagement papers, one for each of the questions listed below.

> _Intended Instructional Outcomes_: i) Knowledge Acquisition & Interpretation (knowing / discernment); ii) Contextualization (knowing + doing); and iii) Personal / Professional Formation (being).

Instructions:

- These are not "mini essays." Indeed, the questions are worded in such a way **that there is no need for additional research**.

- It is expected that each paper will provide evidence that the student has read and is interacting with the core assumptions, theory, methodologies of the therapeutic theory (interacting theories) identified in the question.

- Each paper is limited to 3 pages (double spaced). Papers that exceed this length will be penalized one-third of a letter grade for each additional 10% a paper exceeds the stipulated word count (e.g., B+ will be reduced to B).

- Each paper is to be submitted no later than 9:00 am on the due date. Late papers will be penalized 2% per day the assignment is late.

Style Instructions: (**see Appendix B**)

- **_In lieu of a title page_**, students are to place the information given in Appendix B (single spaced) in the top left-hand corner of the first page.

- Students are requested to include a copy of the discussion question they are responding to at the beginning of their paper.

- Students are expected to attend to the conventions of academic style: e.g., double-spaced, 12-point Times-Roman font, grammatically correct sentences, correct spelling of words and proper names, a clear argument or structure (i.e., beginning middle and end), the avoidance of plagiarism, etc.

- Students are expected to use section headings to alert the reader when they are changing focus or topics.

Disclaimer: _This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made._

McMaster Divinity College
Prof. Kelvin F. Mutter, DTh

MS 3P1230 Adv. Counselling Skills: Focused, Short-term Therapies
Winter Semester, 2026

- <u>Students are expected to interact with the assigned source material.</u>

- In light of the fact that each paper is based on a single source, students are requested to use parenthetical citations instead of footnotes, e.g.,

  > "Schumacher and Madson's approach to establishing the therapeutic relationship is very different than the passive approach I associate with Roger's person-centred approach (pp. 50–51). I am puzzled . . . "

8.3.1. **Knowledge Engagement Paper #1** (3 pp for the entire paper)**:** Motivational Interviewing has become a "metamodel" used in business, education, and clinical settings to engage people in change. In what ways do you resonate with these concepts? In what ways are you puzzled by this approach? Reflect on the potential relevance of this method of engagement for your counseling work. (3 pp)

8.3.2. **Knowledge Engagement Paper #2** (3 pp for the entire paper)**:** Competency-based psychotherapy invites both the therapist and the client to look at the full breadth of the counsellee's past and present life. In what ways do you resonate with this approach? Are there any ways in which you feel uncomfortable with this approach? Reflect on the potential relevance or challenges of employing this method of engagement in your counseling work.

8.3.3. **Knowledge Engagement Paper #3** (3 pp for the entire paper)**:** A common reaction to SFBT—by students, clients, and experienced therapists—is a sense of resistance that is sometimes expressed as "*yes but*." What aspect(s) of this model do you find difficult to accept and/or that you believe clients may experience as disrespectful. Provide an honest reflection that focuses on your own misgivings about SFBT (i.e., ***don't just parrot the text***). Also identify what else you may need to know about SFBT before you use this model therapeutically.

8.3.4. **Knowledge Engagement Paper #4** (3 pp for the entire paper)**:** What differentiates Narrative Therapy's (NT) approach to listening to the client's stories from the approaches used by any two of the following therapeutic models: psychoanalytic therapy, cognitive-behavioural therapy, person-centred therapy, solution-focused therapy? Be specific.

8.3.5. **Knowledge Engagement Paper #5** (3 pp for the entire paper)**:** What do think might be counter-therapeutic about single-session therapy? Are there any circumstances when you might consider this model to be inappropriate? Is it possible that there is anything in this approach that might be therapeutic? Are there any circumstances when you might consider the possibility of using this approach?

8.4. Application Assignments (each assignment is worth 20% of the course grade)   **Due as assigned**

These Application Assignments are designed to advance student skills in the following CRPO Competency domains: 1.2, 1.3, 1.5, 2.1, 2.2, 4.1, and 4.2.

Students are expected to submit two (2) Application Assignments, one for each of the scenarios listed below.

Instructions:

- It is expected that each paper will provide evidence that the student understands and is interacting with the core assumptions, theory, methodologies of the therapeutic theory (interacting theories) identified in the question.
- Each paper is limited to 5 pages (**double spaced**). Papers that exceed this length will be penalized one-third of a letter grade for each additional 10% a paper exceeds the stipulated word count (e.g., B+ will be reduced to B).

- Each paper is to be submitted no later than 9:00 am on the due date. Late papers will be penalized 2% per day the assignment is late.

- Students are expected to attend to the conventions of academic style: e.g., double-spaced, 12-point Times-Roman font, grammatically correct sentences, correct spelling of words and proper names, a clear argument or structure (i.e., beginning middle and end), the avoidance of plagiarism, etc. Students are expected to interact with any source material they cite. Therefore, to remain within the page limit, students are encouraged to work primarily with the assigned text and to limit the number of quotes and citations.

Style Instructions:
- ***In lieu of a title page***, students are to place the following information (single spaced) in the top left-hand corner of the first page.

  > Application Assignment #___ (provide the assignment number).
  > Student Name and SID
  > Assignment Due Date

- *These papers are intended to engage the student's comprehension of the counselling model under consideration (i.e., Knowing) as well as the student's self-as-therapist (i.e., Being) and are not intended to be research papers.* If necessary, a student may use parenthetical references to refer to the assigned readings or course videos–e.g., (Elliott & Froerer, p. 69).

8.4.1. Application Assignment One (5 pp for the entire paper)**:**
- Download Case Study #1 from Avenue to Learn.

- Use your knowledge of SFBT to reflect on this case study—i.e., in terms of the assumptions, methodology or skills, and possible therapeutic focus.

- Write a verbatim to demonstrate how you *might* use your knowledge of SFBT to engage this client

8.4.2. Application Assignment Two (5 pp for the entire paper)**:**
- Download Case Study #2 from Avenue to Learn.

- Use your knowledge of Narrative Therapy to reflect on this case study—i.e., in terms of the assumptions, methodology or skills, and possible therapeutic focus.

- Write a verbatim to demonstrate how you *might* use your knowledge of Narrative Therapy to engage this client.

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

9.   **COURSE POLICIES AND ADMINISTRATION:**

Instructor Availability:

Throughout the course, Prof. Mutter will be available to meet with students before and after class, via email (mutterk@mcmaster.ca), ZOOM, and the discussion forum on Avenue to Learn.

A2L Statement:

Students are required to submit their written work by uploading it to Avenue to Learn. If you are unsure how to do this, please ask another student or the professor.

Students are reminded that it is *their responsibility* to log into the system regularly to check for announcement, course content, and course activities.

Personal Illness:

Students who are registered to attend class *in-person* are expected to inform the course instructor if they become ill. These students are expected to return to the classroom once they have recovered from their ailment.

Students who are registered to attend class via the live stream option are expected to inform the course instructor if they become ill and their illness prevents them from attending on-line.

Students are advised that classes will not be recorded. As a result, students are expected to check A2L for any course handouts and to obtain notes from their peers.

NOTE: Unless the student has been granted an illness accommodation by the course instructor, any assignment due on a day the student is ill must be submitted on that day.

Inclement Weather Policy:

In the event of inclement weather, students are advised to check the McMaster University website to determine whether the university is open. In the event that the university is closed then McMaster Divinity College will also be closed, the course instructor will adjust the teaching schedule accordingly. **NOTE:** Assignments that are due on a day the university is closed due to weather are still due on that day.

In the event that the university is open and inclement weather prevents the student to travel from a distance, students may attend online.

Written Work:

Gender Inclusive Language [updated Nov 23, 2023]

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, for

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

College Style for Written Work:

All written work—unless informed otherwise by the professor—is expected to conform 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 (cf. CRPO competency 2.1). If a paper exceeds the word count, grace will be given for the first 10%. However, a grade reduction of one-third of a letter grade for each additional 10% a paper exceeds the stipulated word count (e.g., B+ will be reduced to B).

Submission of Written Work:

All written work is to be submitted via Avenue to Learn (A2L).

Deadlines:

All assignments are due at 9:00 am on the day indicated (cf. CRPO competency 2.1). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension is granted by the instructor prior to the deadline.

Except for extenuating circumstances, papers that are 6 or more days late will not be accepted.

No assignments may be submitted after April 8, 2026 without prior written permission from the Office of the Registrar to submit an assignment after the last class.

Academic Honesty [updated June 3, 2024]

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about AI: You are expected to do your own thinking and to write your own papers, etc., and not to have AI do this work for you. There may be value in using an AI tool to help you locate and collate resources or to help you "tidy up" your English grammar, usage, and mechanics, especially if English is not your native language. However, using AI to create content for you and then submitting that content as if you created it is considered plagiarism (i.e., submitting work that is not one's own as if it is one's own) and is a violation of the academic honesty policy.

Disclaimer: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make significant changes to course objectives and assignments up to and including the first day. No changes will made after the first day of class of class will be made without informing students of the change and why it is being made.*

AODA

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

10. SELECT BIBLIOGRAPHY (in order covered within the course):

10.1. Third-Wave CBT Approaches

Dimeff, Linda A., and Kelly Koerner (eds.). *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorder and Settings.* New York: Guilford, 2007.

Hayes, Steven C., et al. *Acceptance Commitment Therapy: The Process and Practice of Mindful Change*, Second Edition. New York: Guilford, 2012.

Tan, Siang-Yan. "Mindfulness and Acceptance-Based Cognitive Therapies: DBT, MBSR, MBCT, and ACT." In S-Y Tan, *Counseling and Psychotherapy: A Christian Perspective*, Second Edition, 277–310. Grand Rapids: Baker, 2022.

10.2. Collaborative, Competency-Based Therapy

Bertolino, Bob A. and Bill O'Hanlon. *Collaborative, Competency-Based Counseling and Therapy*. Boston: Allyn & Bacon, 2001.

Thomas, Frank, and Jack Cockburn. *Competency-Based Counseling: Building on Client Strengths*. Minneapolis: Fortress, 1998.

10.3. Motivational Interviewing

Martin, John E. and Eunhyang Priscilla Sihn. Motivational interviewing: Applications to Christian therapy and Church ministry. *Journal of Psychology and Christianity*, 28(1) (Spr 2009) 71–77.

Rollnick, Stephen, et al. *Motivational Interviewing in Health Care: Helping Patients Change Behavior*. New York: Guilford, 2023.

Schumacher, J. A., and M. B. Madson. *Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*. New York: Oxford University Press, 2015.

10.4. Solution-Focused Brief Therapy // Brief & Short-Term Therapy

Bannink, Fredrike. *1001 Solution-Focused Questions: Handbook for Solution-Focused Interviewing.* New York: Norton, 2010.

Bidwell, Duane R. *Short-Term Spiritual Guidance.* Minneapolis: Fortress, 2004.

De Jong, Peter and Insoo K. Berg, *Interviewing for Solutions*. 4th ed. Belmont, CA: Wadsworth, Thomson, Brooks/Cole, 2013.

Kollar, Charles A. *Solution-Focused Pastoral Counselling*, Second Edition. Grand Rapids, MI: Zondervan, 2011.

O'Hanlon, B., and M. Weiner-Davis. *In Search of Solutions: A New Direction in Psychotherapy*. Rev. ed. New York: Norton, 2003

Tan, Siang-Yan. "Constructivist Therapies: Solution-Focused Brief Therapy and Narrative Therapy." In S-Y Tan, *Counseling and Psychotherapy: A Christian Perspective*, Second Edition, 311–330. Grand Rapids: Baker, 2022.

Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy.* New York: Routledge, 2014.

10.5. Narrative Therapy

Coyle, Suzanne M. Uncovering Spiritual Narratives: Using Story in Pastoral Care and Ministry. Fortress Press: Minneapolis, MN, 2014.

Madigan, Stephen. *Narrative Therapy*, Second Edition. Washington, DC: APA, 2019.

Freedman, Jill, and Gene Combs. *Narrative Therapy: The Social Construction of Preferred Realities.* New York: Norton, 1996.

Tan, Siang-Yan. "Constructivist Therapies: Solution-Focused Brief Therapy and Narrative Therapy." In S-Y Tan, Counseling and Psychotherapy: A Christian Perspective, Second Edition, 311–330. Grand Rapids: Baker, 2022.

White, Michael and David Epston. *Narrative Means to Therapeutic Ends.* New York: Norton, 1990.

White, Michael. *Maps of Therapeutic Practice.* New York: Norton, 2007.

White, Michael. *Re-authoring Lives: Interviews and Essays.* Adelaide: Dulwich, 1995.

10.6. Single-Session Therapy

Hoyt, Michael F., and Moshe Talmon (eds.). *Capturing the Moment: Single Session Therapy and Walk-In Services.* Bancyfelin, Wales, UK: Crown House, 2014.

Kacela, Xolani. "One Session Is Enough: Pastoral Counseling for African American Families." *American Journal of Pastoral Counseling, 6*(2003), 3, 21–36.

Slive, Arnold, and Monte Kacela Bobele, (eds.). *When One Hour is All You Have: Effective Therapy for Walk-In Clients.* Phoenix, AZ: Zeig, Tucker, & Thiessen, 2011.

Talmon, Moshe. *Single-Session Therapy: Maximizing the Effect of the First (and Often Only) Therapeutic Encounter.* San Francisco: Jossey-Bass, 1990.

APPENDIX A: Current Psychotherapies Note Making Framework
(adapted from Messer & Kaslow, pp. 6–27).

Please use this framework to record notes from your reading. Do your best to record answers to as many questions as possible. Make every effort to record the essence or key points. Please do not rewrite the text.

Name of Psychotherapy Model:

1. Brief note describing the historical context and development of this theory. *(Further explanation is in Messer & Kaslow, p. 6).*

2. How does this theory understand or define the concept of *Personality*? *(Further explanation is in Messer & Kaslow, p. 8).*

    Supplemental questions. What theoretical assumptions inform the theory? What are its assumptions about human nature? What beliefs about human agency, medical interventions, spirituality, etc. inform the theory.

3. How does this theory understand or define the concept of *Psychological Health* and *Psychopathology*? *(Further explanation is in Messer & Kaslow, p. 9).*

    Supplemental questions. How does this theory define healthy or normal behavior or thinking? How does this theory define abnormal or dysfunctional thinking or behavior? Does this theory have an implicit (or explicit) theory of health and well-being?

4. How does this theory or model engage the *process of clinical assessment*? *(Further explanation is in Messer & Kaslow, p. 10–12).*

5. How does this theory or model the practice of psychotherapy? (*Further explanation is in Messer & Kaslow, pp. 12–16).*

    Supplemental questions.
    a. How does this theory define change? What assumptions or beliefs inform this theory of change?
    b. How does this theory describe/define the goal(s) of treatment? Do these identify behavioral, relational, cognitive, affective, and/or spiritual outcomes?

6. How does this theory or model describe or define the *therapeutic relationship and the therapeutic stance of the therapist*? (*Further explanation is in Messer & Kaslow, pp. 16–18*).

Supplemental questions. What is the role of the treatment provider (e.g., group facilitator, group, pastor, psychotherapist, doctor)? What is the role of the treatment recipient? What treatment strategies, techniques, or skills are employed? What are the key treatment tasks, outcomes, or benchmarks that define progress towards the goal? What is included in treatment? Is there anything excluded from treatment?

7. How does this theory or model describe or define *therapeutic/curative factors or mechanisms of change*? (*Further explanation is in Messer & Kaslow, pp. 16–18).*

8. What does this chapter say about treatment applicability and/or ethical considerations related to the use of this treatment model? (*Further explanation is in Messer & Kaslow, pp. 21–23).*

9. What does this chapter say about whether there is *Research Support* for the use of this model and/or whether it is an *Empirically Based Practice (EBP)*? (*Further explanation is in Messer & Kaslow, pp. 23–25).*

APPENDIX B: Format for Brief Response Papers

Knowledge Engagement Paper #___ (provide the assignment number).

Student Name and SID:

Assigned Reading: (e.g., David L. Wolitzky "Contemporary Freudian Psychoanalytic Pychotherapy." In Messer & Kaslow, pp. 35–70)

Assignment Due Date:

Assignment Question: (single spaced)

Response(s) to the assignment question(s).