



McMaster Divinity College

Supervised Pastoral Education: Pastoral Counselling Education – Course Stream MS 3SP3a

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Fall & Winter 2016-2017
Tuesdays 10:30 am – 1:30 pm

1. DESCRIPTION:

According to the CASC/ACSS Manual a course-based unit of PCE involves 400 hours of work that includes: enrollment in and completion of two graduate level courses (one in human development and one in counselling theory); a minimum of 125 hours of face-to-face contact with counselees; 50 hours of supervision; and involvement in an integrative learning group.

This PCE Unit will run from September 13, 2016 to April 18, 2017. In order to receive credit for this integrative learning experience the student must attend and successfully complete both semesters of the PCE unit. The educational components of this integrative learning experience include clinical and simulated experiences, 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 through the use of audio/video tapes and verbatims which will be shared within the supervision group.

In addition to the integrative learning group, students are expected to complete the counselling courses are required for course-based PCE and spend two days per week in a clinical or ministry setting where they will provide a minimum of 125 hours of counselling services to individuals **and/or** groups, attend to site-specific administrative tasks, prepare for client sessions, and (where available) receive site-specific supervision. This site-specific supervision may entail any combination of the following, review of case notes, case report and reflection, review of audio/video recordings or and direct observation.

Students with no previous SPE training are expected to complete a minimum of 125 face-to-face hours with clients (individuals or in groups). Students who have completed at least two SPE units and have been admitted to Advanced SPE training will complete 250 clinical (face-to-face) hours.

SPECIALIZATIONS: Counselling and Spiritual Care (CS).

2. INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an OAMFT/AAMFT Clinical Fellow & Approved Supervisor; and, Certified Psycho-Spiritual Therapist & Associate **Supervisor-Educator** (CASC/ACSS). Dr. Mutter’s ministry and counseling 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.

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Availability: Dr. Mutter will be available for one-on-one consultation after class and during breaks on the days class is scheduled. Otherwise, students may contact him at mutterk@mcmaster.ca.

3. GOALS:

The goal of this PCE Unit is to help students meet the competencies of CASC/ACSS and the CRPO.

Knowing

- To become aware, and demonstrate awareness, of one's pastoral/spiritual presence in interdisciplinary relationships.
- To integrate the learnings of theology and/or spiritual/religious theories and the social and human sciences in understanding the human experience.

Being

- To become aware of how one's attitudes, values and assumptions affect one's practice of pastoral counselling.
- To become aware of one's personhood in the practice of pastoral counselling and of the ways one's practice affects other persons, including sensitivity to ecumenical, multi-faith and multicultural issues.
- To develop the ability to utilize the peer group for support, dialogue and feedback in a way that integrates personal characteristics with professional functioning.
- To use individual and group supervision for personal and professional growth.

Doing

- To demonstrate awareness of one's personhood in the practice of pastoral counselling and of the ways one's practice affects other persons, including sensitivity to ecumenical, multi-faith and multicultural issues.
- To demonstrate awareness of how one's attitudes, values and assumptions affect one's practice of pastoral counselling.
- To use individual and group supervision for developing the capacity to evaluate one's practice of pastoral counselling.
- To develop the ability to utilize the experiential method of learning.

4. COMPETENCIES:

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.

Selected CASC/ACSS Competency Domains¹	Selected CRPO Competency Domains²
<ul style="list-style-type: none"> • Spiritual Assessment & Care • Use of a Relational Approach • Assessment & Planning 	<ul style="list-style-type: none"> • Work within a framework based upon established psychotherapeutic theory. • Use effective professional communication. • Maintain effective relationships. • Contribute to a collaborative and productive atmosphere.

¹ cf. CASC/ACSS Manual Chapter 2, Section II. A. 3 (<http://www.spiritualcare.ca/manual.asp>)

² cf. CRPO *Entry-to-Practice Competency Profile for Registered Psychotherapists* <http://www.crpo.ca/wp-content/uploads/2013/06/RP-Competency-Profile.pdf>

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Selected CASC/ACSS Competency Domains¹	Selected CRPO Competency Domains²
<ul style="list-style-type: none"> • Intervention • Self-awareness • Spiritual & Personal Development • Multi-Dimensional Communication • Documentation and Charting • Brokering Diversity • Ethical Behaviour • Collaboration and Partnerships • Leadership 	<ul style="list-style-type: none"> • Comply with legal and professional obligations. • Apply an ethical decision making process. • Maintain self-care and level of health necessary for responsible therapy. • Evaluate and enhance professional practice. • Obtain clinical supervision or consultation. • Maintain client records. • Orient client to therapist's practice. • Establish and maintain core conditions for therapy. • Ensure safe and effective use of self in the therapeutic relationship. • Conduct an appropriate risk assessment. • Structure and facilitate the therapeutic process. • Conduct an effective closure process.

5. COURSE TEXTS AND READINGS:

Texts:

Unless otherwise noted, all required textbooks for this class are available from the College’s book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 : phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

_____. Code of Ethics. *CASC/ACSS Policy and Procedure Manual*, Chapter 5. Canadian Association for Spiritual Care. Available online: <http://209.162.178.174/manual.asp?Chapter=5>

_____. Code of Ethics. College of Registered Psychotherapists of Ontario. Available online: <http://www.crho.ca/wp-content/uploads/2014/01/Code-of-Ethics-Nov-1611-Trade-Name-Final.pdf>

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

Readings:

These readings are available online through the Mills Library, McMaster University (via Journals @ Scholars Portal database).

Anderson, Harlene. “Collaborative Relationships and Dialogic Conversations: Ideas for a Relationally Responsive Practice.” *Family Process* 51 (2012) 8–24.

Brown, Jacob. “The Question Cube.” *Journal of Marriage and Family Therapy*, Vol. 23, No. 1 (1997) 27–40.

Strong, Tom, and Helen F. Massfeller. “Negotiating Post-Consultation ‘Homework’ Tasks between Counselors and Clients.” *International Journal for the Advancement of Counselling* 32(2010) 14–30.

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Talmon, Moshe. “When Less is More: Lessons from 25 Years of Attempting to Maximize the Effect of Each (and Often Only) Therapeutic Encounter.” *The Australian and New Zealand Journal of Family Therapy* 33 (2012) 6–14.

6. COURSE SCHEDULE:

This integrative learning group is designed to provide the student with a learning environment which runs parallel to their placement experience. It is expected that the student will attend the weekly class session at McMaster Divinity College as well as be present at their placement for two days each week.

Fall Semester			
Week #	Date	Format	Educational Foci / Assignment
1.	Sept 13, 2016	Group	Introductory matters. Learning Goals / Contract. Getting Started with clients: “first things” and assessments.
2.	Sept 20, 2016	Group	Interviewing Skills: Questions. Conducting risk assessments Read: Brown “The Question Cube”
3.	Sept 27, 2016	Group	Discussion of the assigned reading. Clinical notes. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: Learning Contract Read: Anderson, “Collaborative Relationships. . .”
4.	Oct 4, 2016	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Strong & Massfeller, “Negotiating . . . Homework Tasks.”
5.	Oct 11, 2016	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), theological reflection Read: Talmon, “When Less is More . . .”
6.	Oct 18, 2016	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: Assessment Read: Schumacher & Madson, pp. 188–201.
7.	Oct 25, 2016	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 3–22 (top).
8.	Nov 1, 2016	Dyad / Individual	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: Verbatim 1
9.	Nov 8, 2016	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 22–41.
10.	Nov 15, 2016	Group	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: Clinical Practice Paper 1
11.	Nov 22, 2016	Dyad / Individual	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 42–53 (top).
12.	Nov 29, 2016	Group	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: Verbatim 2

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Fall Semester			
Week #	Date	Format	Educational Foci / Assignment
13.	Dec 6, 2016	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 53–59.
14.	Dec 13, 2016	Individual	Evaluations Due: <i>Mid-Year Self-Evaluation</i>

Winter Semester				
Week #	Date	Format	Educational Foci	Assignment
1.	Jan 10, 2017	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 71–98.	
2.	Jan 17, 2017	Dyad / Individual	Supervision of casework (verbatim or recording)	
3.	Jan 24, 2017	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 99–123.	
4.	Jan 31, 2017	Dyad / Individual	Supervision of casework (verbatim or recording) Due: <i>Verbatim 3</i>	
5.	Feb 7, 2017	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: <i>Clinical Practice Paper 2</i> Read: Schumacher & Madson, pp. 124–140 (top).	
6.	Feb 14, 2017	Dyad / Individual	Supervision of casework (verbatim or recording)	
7.	Feb 21, 2017	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 140–153 (top).	
8.	Feb 28, 2017	Dyad / Individual	Supervision of casework (verbatim or recording) Due: <i>Clinical Practice Paper 3</i>	
9.	Mar 7, 2017	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 153–165.	
10.	Mar 14, 2017	Dyad / Individual	Supervision of casework (verbatim or recording) Due: <i>Verbatim 4</i>	
11.	Mar 21, 2017	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 166–187.	
12.	Mar 28, 2017	Dyad / Individual	Supervision of casework (verbatim or recording)	
13.	April 4, 2017	Group	Discussion of the assigned reading. Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Read: Schumacher & Madson, pp. 188–201.	
14.	April 11,	Individual	Final Evaluations	

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7. ASSIGNMENTS:

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 SPE sessions and participate in the learning activities.

1. Audio Recordings of Counselling Sessions (Doing, Being) (30%) Due: weekly

Learning Objectives:

- a. Reflect on practice
- b. Become aware of use counselling interventions
- c. Practice case conceptualization

Instructions:

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.

If the student's placement setting does not permit the student to use a recording of an actual session, the student may substitute either a verbatim or a recording of a session with a fellow student who has consented to be part of a mock interview scenario. NOTE: Each student must present at least one audio recording each semester.

- a. Listen to the recording and select a brief portion 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.
- b. 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 to focus on as they listen to the recording? Is there a specific question you wish to have answered?

2. Assessment (Knowing, Doing) (15%) Due: October 18, 2016

Use the template provided in the first class and the Practicum Handbook to write an assessment for the case study provided in week one.

Learning Objectives:

- a. Practice summarizing case data
- b. Practice case conceptualization and planning

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3. **Verbatim Assignments (Knowing, Doing, Being) (25%)** **Due: as noted in schedule**

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.

Learning Objectives:

- a. Reflect on practice
- b. Reflect on “use of self”
- c. Become aware of use counselling interventions
- d. Practice case conceptualization and planning

Instructions:

- a. 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.).

- b. Use the transcription write a verbatim account (see handout) of the counselling session that includes the following elements.
 - Known Facts, Pre-constructions, and Initial Observations (2 pp. - 20 %)
 - Verbatim of the conversation and analysis of the conversation (4-5 pp. - 50 %)
 - Evaluation (2 pp. - 30 %)
- c. Write a one-page summary of the session using the format provided in week three.

4. **Clinical Practice Papers (Knowing, Doing, Being) (20%)** **Due: as noted in schedule**

Over the course of this PCE unit each student will research and develop a two-page clinical guideline for responding to each of three issues in the following list of concerns. In order for this guideline to be something that can be readily used in a clinical setting, it is essential that the student distill their research and reflection down to a maximum of two pages (single-spaced).

Topics:

- a. Suicidal Ideation & Imminent Suicide Risk
- b. Other types of self-harm behavior: i.e., the intentional and direct injuring of body tissue without suicidal intentions
- c. Anger and Aggression
- d. Mental Health: Depression (all types)
- e. Eating Disorders
- f. Substance Abuse / Chemical Addictions
- g. Process Addictions: e.g., gambling, pornography, video-gaming
- h. Intimate Partner Violence
- i. Child Abuse
- j. Sexual Assault of an Adult
- k. Adult (male and female) Survivors of Childhood Sexual Assault
- l. Loss and Grief

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Instructions:

Students are advised to consult the MDC practicum manual as well as additional resources. Each paper will include the following elements.

- An introductory paragraph that identifies the nature of the problem and the criteria for determining level of risk.
- An outline of the types of questions you will use to assess this concern.
- A list of resources that may be used to guide your work with clients who present with this concern.

5. “Use of Self” Reflection Journals (Knowing, Doing, Being) (10%) Due: weekly

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 in the course of 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.

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.

Instructions:

Part One: 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 Scripture; allow the words, scenes, passages of Scripture to surface and shape your thinking.

Step 6: 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.

8. COURSE ADMINISTRATION:

Style: All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <https://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>

Failure to observe appropriate form will result in grade reductions.

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

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obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <http://www.mcmasterdivinity.ca/programs/rules-regulations>

Gender Inclusive Language: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

Submission of Written Work: All written work is to be submitted in hard copy and are due at the beginning of class on the day indicated (by email before 5 p.m. of the day due). **Late submission of assignments will be deducted one grade point (1%) for every late day.**

Length: Students are expected to adhere to the word count. Papers will be penalized if they are shorter than the minimum word/page count. Papers that exceed the maximum word/page count will receive grace for the first 15% over the stipulated limit after which the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word/page count.

9. SELECT BIBLIOGRAPHY:

Anderson, Ray S. *Christians Who Counsel: The Vocation of Wholistic Therapy*. Eugene, OR: Wipf and Stock, 2010.

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

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.

McMinn, Mark R. *Psychology, Theology and Spirituality in Christian Counseling*. Wheaton, IL: Tyndale House, 2012.

Morgan, Alice. *What is narrative therapy? An easy-to-read introduction*. Adelaide, Australia: Dulwich Centre Publications, 2000.

Patton, John H. *From Ministry to Theology: Pastoral Action and Reflection*. Eugene OR: Wipf & Stock, 2009.

Sperry, Len et al. *Becoming an Effective Therapist*. Boston, MA: Allyn & Bacon, 2003.

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

Talmon, Moshe and Michael F. Hoyt. *Capturing the Moment: Single-session Therapy and Walk-In Services*. Crown House Publishing, 2014.

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

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- Tomm, Karl. "Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist." *Family Process*, 26 (1987) 3-13.
- Tomm, Karl. "Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing." *Family Process*, 26 (1987) 167-183.
- Tomm, Karl. "Interventive interviewing: Part III. Intending to Ask Lineal, Circular, Strategic, Or Reflexive questions?" *Family Process*, 27 (1988) 1-15.
- Turnell, A., and L. Hopwood. "Solution-Focused Brief Therapy I: A First Session Outline." *Case Studies in Brief and Family Therapy*, 8(1994) 39-51. <http://signsofsafety-stuff.s3.amazonaws.com/TurnellHopwoodSFBT1.pdf>
- Turnell, A., and L. Hopwood. "Solution-Focused Brief Therapy II: An Outline for Second and Subsequent Sessions." *Case Studies in Brief and Family Therapy*, 8(1994) 52-64. <http://signsofsafety-stuff.s3.amazonaws.com/TurnellHopwoodSFBT2.pdf>
- Turnell, A., and L. Hopwood. "Solution-Focused Brief Therapy III: Beyond the First Few Sessions – Ideas for 'Stuck' Cases and Case Closure." *Case Studies in Brief and Family Therapy*, 8(1994) 52-64. <http://signsofsafety-stuff.s3.amazonaws.com/docs/TurnellHopwoodSFBT3.pdf>
- VanKatwyk, Peter L. *Spiritual Care and Therapy: Integrative Perspectives*. Waterloo, ON: Wilfrid Laurier University, 2003.
- Walter, John L., & Jane E. Peller. *Becoming Solution-Focused in Brief Therapy*. New York: Routledge, 2014.
- Young, Karen. "Narrative Practice at a Walk-In Therapy Clinic: Developing Children's Worry Wisdom." *Journal of Systemic Therapies* 27 (2008) 54–74.