



McMaster Divinity College

MS 3SP3b Supervised Pastoral Education: Pastoral Counselling Education (PCE) – Course Stream

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pm

Fall & Winter 2018-2019
Wednesdays 11:00 am – 2:00

1. DESCRIPTION:

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

“Course-based PCE” is the normal learning mode for MDC students who take the MDC PCE unit as part of their MTS or MDiv program specializing in the practice of counselling and spiritual care. 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 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). The student’s clinical work will be supervised by means of audio/video tapes and verbatims which will be shared within the supervision group. *Students enrolled in a Basic unit of course-based PCE are expected to complete and document a minimum of 125 hours of direct client contact.*

Advanced Pastoral Counselling Education (PCE) Units: Course-Based

“Course-based PCE” is the normal learning mode for MDC students who take the MDC PCE unit as part of their MTS or MDiv program specializing in the practice of counselling and spiritual care. 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 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). The student’s clinical work will be supervised by means of audio/video tapes and verbatims which will be shared within the supervision group. *Students enrolled in a Basic unit of course-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).*

Pastoral Counselling Education (PCE) Units: Unit-Based

“Unit-based PCE” is available to MDC students who take this PCE unit to supplement their studies in an advanced degree program (i.e., MA, DPT, PhD) and who have previously completed a graduate program in counselling studies. 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 attend and successfully complete both semesters of the PCE unit.

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The educational components of this integrative learning experience 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). The student’s clinical work will be supervised by means of audio/video tapes and verbatims which will be shared within the supervision group.

- Individuals (e.g., Advanced degree students) enrolled in a Basic unit of course-based PCE are expected to complete and document a minimum of 125 hours of direct client contact.
- Individuals enrolled in an Advanced unit of course-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).

2. INSTRUCTOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); a Certified Psycho-Spiritual Therapist & Associate Supervisor-Educator (CASC/ACSS), and an OAMFT/AAMFT Clinical Fellow & Approved Supervisor. Dr. Mutter’s ministry and counseling experience includes his work as an individual, couple and family therapist, twenty years experience supervising clinical interns, and over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

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.

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- 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.

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

All Students:

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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_____. 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.crpo.ca/wp-content/uploads/2014/01/Code-of-Ethics-Nov-1611-Trade-Name-Final.pdf>

Students Enrolled in a “Basic SPE Unit”:

Burton, Jennifer. *Practice Learning in Social Work*. London, UK: Palgrave, 2016.

Sbanotto, Elisabeth A. Nesbit, Heather Davediuk Gingrich, and Fred C. Gingrich. *Skills for Effective Counseling: A Faith-Based Integration*. Downers Grove, IL: IVP Academic, 2016. ISBN: 978-0-8308-2860-9

Students Enrolled in an “Advanced SPE Unit”:

Gingrich, Heather Davediuk, and Fred C. Gingrich (Eds.). *Treating Trauma in Christian Counselling*. Downers Grove: IVP, 2017.

6. WINTER COURSE SCHEDULE:

Week #	Date	Format	Educational Foci	Assignment	
1.	Jan 9, 2019	Group	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection		
2.	Jan 16, 2019	Group 10:30 to 12:30	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection		
3.	Jan 23, 2019	Dyadic / Individual	Supervision of casework (verbatim or recording) Due: Learning Contract		
4.	Jan 30, 2019	Group	Supervision of casework (verbatim or recording) Due: Verbatim		
5.	Feb 6, 2019	Dyadic / Individual	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection		
6.	Feb 13, 2019	Group	Supervision of casework (verbatim or recording) Due: Clinical Practice Paper		
7.	Feb 20, 2019	Class is scheduled during Reading Week in order to meet the number of hours required by CASC/ACSS.			
		Dyadic / Individual	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection		
8.	Feb 27, 2019	Group 10:30 to 12:30	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection		
9.					

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	Mar 6, 2019	Dyadic / Individual	Supervision of casework (verbatim or recording)	
10.	Mar 13, 2019	Group 10:30 to 12:30	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: Clinical Practice Paper (Basic students)	
11.	Mar 20, 2019	Dyadic / Individual	Supervision of casework (verbatim or recording)	
12.	Mar 27, 2019	Group	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: Verbatim	
13.	April 3, 2019	Dyadic / Individual	Supervision of casework (verbatim or recording)	
14.	April 10, 2019	Group	Supervision of casework (verbatim or recording), SEUS/IPR, theological reflection Due: Book Reviews (Advanced students)	
15.	April 17, 2019	Individual	Final Evaluations (25 minute slots) Due: Final Self-Evaluation	1. 2. 3. 4. 5. 6. 7.

7. EXPECTATIONS AND ASSIGNMENTS (Winter):

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.

Assignments	Assignment Due Date		
	Basic PCE Unit (Course based)	Advanced PCE Unit (Course based)	Advanced PCE Unit (Unit based)
Attendance at placement (client work and supervision)	weekly	weekly	weekly
“Use of Self” Reflection Journals	weekly	weekly	weekly
Attendance at weekly SPE group	weekly	weekly	weekly
Audio/Video Recording of Counselling Sessions	weekly	weekly	weekly

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Assignments	Assignment Due Date		
	Basic PCE Unit (Course based)	Advanced PCE Unit (Course based)	Advanced PCE Unit (Unit based)
Learning Goals	Jan 23, 2019	Jan 23, 2019	Jan 23, 2019
Verbatim Assignments	Jan 30, 2019	Jan 30, 2019	Jan 30, 2019
Verbatim Assignments	Mar 27, 2019	Mar 27, 2019	Mar 27, 2019
Clinical Practice Paper	Feb 13, 2019	Feb 13, 2019	Feb 13, 2019
	Mar 13, 2019	TBA	TBA
Book Review	n/a	April 10, 2019	April 10, 2019
End-of-Placement Evaluation	April 17, 2019	April 17, 2019	April 17, 2019

A. “Reflecting On” practice

1) “Use of Self” Reflection Journals (Knowing, Being, Doing)

The best counsellors and clinicians reflect on and learn both from 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.

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 the themes and skills identified in Sbanotto et al.

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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.

2) Audio/Video Recordings of Counselling Sessions (Knowing, Being, Doing)

The best student learning results from observing one's own work and reflecting on it. 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.

Learning Objectives:

- Reflect on practice
- Become aware of use counselling interventions
- 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.

- 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.
- 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?

3) Verbatim Assignments (Knowing, Being, Doing)

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 in APPENDIX 2.

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:

- 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.

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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 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 %). **NOTE:** Students are expected to demonstrate use of the Sbanotto et al. text in their analysis of the conversation.
 - Evaluation (2 pp. - 30 %)
- Write a one-page summary of the session using the note format provided.

4) Mid-Placement Evaluation (Knowing, Being, Doing)

Two evaluations will be completed. The purpose of these evaluations is to identify and reinforce what the student has learned and to guide the student’s learning goals for the winter semester.

- The student will meet with their on-site supervisor to complete and review the counselling skills rating sheet that will be provided.
- The student and the PCE course instructor will each complete the CASC/ACSS evaluation form and meet to discuss these evaluations on December 12, 2018.

B. “Reflecting For” practice

1) Learning Goals (Knowing, Being, Doing)

Each semester the student will work with their Field Instructor to develop a set of learning goals which will form the basis of their learning contract and subsequent evaluation. This learning contract is due at the beginning of the third week of class. (see APPENDIX 1)

2) Clinical Practice Paper & In-Service Seminar (Knowing, Being, Doing)

Basic students will research and develop two 2–3 page clinical guidelines for one of the concerns listed below. 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) plus a third page for references and resources.

Advanced students will research and develop two 2–3 page clinical guidelines for one of the concerns listed below. Advanced students are expected to present an “in-service” seminar on one of their chosen topics to the rest of the SPE group. 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) plus a third page for references and resources.

Topics:

- Suicidal Ideation & Imminent Suicide Risk
- Other types of self-harm behavior: i.e., the intentional and direct injuring of body tissue without suicidal intentions
- Anger and Aggression
- Mental Health: Depression (all types)
- Eating Disorders
- Substance Abuse / Chemical Addictions
- Process Addictions: e.g., gambling, pornography, video-gaming
- Intimate Partner Violence

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- Child Abuse
- Sexual Assault of an Adult
- Adult (male and female) Survivors of Childhood Sexual Assault
- Loss and Grief
- Other topic as approved by the professor

Instructions:

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 (page 1).
- An outline of the types of questions you will use to assess this concern (page 1).
- An outline of some key treatment interventions that may be used with clients (page 2).
- A list of resources that may be used to guide your work with clients who present with this concern (page 3).

3) Book Review (Knowing, Doing)

Advanced Stream students are expected to read the text edited by Gingrich & Gingrich to prepare a book review in which they identify the themes, strengths, and shortcomings of this text. The student is to conclude their paper by highlighting if or how one or both texts may be useful for them in their work. Expected length is 2500 words (10 pp).

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 <http://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 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. 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).

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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, Harlene. "Collaborative Relationships and Dialogic Conversations: Ideas for a Relationally Responsive Practice." *Family Process* 51 (2012) 8–24.
- 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.
- Brown, Jacob. "The Question Cube." *Journal of Marriage and Family Therapy*, Vol. 23, No. 1 (1997) 27-40.
- 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.
- Schumacher, Julie A., & Michael B. Madson. *Fundamentals of Motivational Interviewing: Tips and Strategies for Addressing Common Clinical Challenges*. New York: Oxford University Press, 2015.
- Sperry, Len et al. *Becoming an Effective Therapist*. Boston, MA: Allyn & Bacon, 2003.
- 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.
- Talmon, Moshe and Michael F. Hoyt. *Capturing the Moment: Single-session Therapy and Walk-In Services*. Crown House Publishing, 2014.
- 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.
- Talmon, Moshe. *Single Session Therapy: Maximizing the Effect of the First (and Often Only) Therapeutic Encounter*. San Francisco: Jossey-Bass, 1990.
- 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.
- Worthington, Everett L. Jr. *When Someone Asks for Help: A Practical Guide for Counseling*. Downers Grove: Intervarsity, 1982
- Young, Karen. "Narrative Practice at a Walk-In Therapy Clinic: Developing Children's Worry Wisdom." *Journal of Systemic Therapies* 27 (2008) 54–74.