



McMaster Divinity College

MS3SP3b Supervised Pastoral Education (SPE): Pastoral Counselling Education (PCE) – Course Stream

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Jan 10 to April 4, 2023
Wednesdays 11:00 am to 1:50 pm
In-person / Livestream

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 are 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 complete the course requirements for an Advanced PCE unit. 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 are 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).

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

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reflection on practice, and independent learning activities. Weekly supervision will meet in-person on alternate weeks and online for the weeks in between. The online supervision component of this course will be delivered using a PHIPA compliant platform.

3. 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.

4. GOALS:

Students will develop an individual learning contract based on the CASC/ACSS competencies and the CASC/ACSS goals for Pastoral Counselling Education. Students who successfully complete their first SPE Unit will demonstrate *beginner competency* in the following domains.

<i>CASC/ACSS Competency Domains</i>
<p>1. Professional Identity <i>Relevant CRPO Competency Domains</i></p> <ul style="list-style-type: none"> 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.
<p>2. Knowledge</p> <p>2.1. Spiritual / Religious / Cultural <i>Relevant CRPO Competency Domains</i></p> <ul style="list-style-type: none"> 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice. <p>2.2. Psychological Theories <i>Relevant CRPO Competency Domains</i></p> <ul style="list-style-type: none"> 1.2 Work within a framework based upon an established psychotherapeutic theory. 1.3 Integrate knowledge of comparative psychotherapy relevant to practice. <p>2.3. Research <i>Relevant CRPO Competency Domains</i></p> <ul style="list-style-type: none"> 5.1 Access and apply a range of relevant professional literature. 5.2 Use research findings to inform clinical practice.
<p>3. Professional Ethical Conduct <i>Relevant CRPO Competency Domains</i></p> <ul style="list-style-type: none"> 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
<p>4. Professional Skills</p> <p>4.1. Therapeutic Relationship <i>Relevant CRPO Competency Domains</i></p> <ul style="list-style-type: none"> 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. <p>4.2. Assessment <i>Relevant CRPO Competency Domains</i></p>

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<i>CASC/ACSS 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

5. COURSE TEXTS AND READINGS:

5.1. Required Reading: Books

Bookstore: Texts may be purchased from the *Hurlburt Family Bookstore* located beside the Chapel entrance, opposite Cullen Hall. Due to Covid19 safety measures students are advised to phone or email the bookstore to order books.

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

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> . 3rd ed. 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 ed. New York: Guilford, 2019.	Basic & Advanced SPE

5.2. Required Reading: Articles

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

Canadian Psychological Association (CPA), Task Force on Outcomes and Progress Monitoring in Psychotherapy. "Outcomes and Progress Monitoring in Psychotherapy." (posted on A2L)	Basic & Advanced SPE
Mutter, Kelvin F. "Case Notes in the Work of Spiritual Care and Counselling." <i>Counselling et Spiritualité / Counselling and Spirituality</i> , 33 (2014) 71–92. (available via ATLA serials)	Basic & Advanced SPE
Strong, Tom, and Helen F. Massfeller. "Negotiating Post-Consultation 'Homework' Tasks between Counselors and Clients." <i>International Journal for the Advancement of Counselling</i> 32 (2010) 14–30.	Basic & Advanced SPE

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4. COURSE SCHEDULE:

DATE	CLASS TOPIC / ACTIVITY
Pre-reading: (All) Taibbi, chs 5 & 6; Truscott & Crook, ch. 6;	
Jan 9, 2024	Group Discussion and Supervision: <ul style="list-style-type: none"> • <i>Ethics Case Study (based on Truscott & Crook reading) (based on Truscott & Crook reading)</i> • <i>Case-based Learning</i>
Pre-reading: (All) Taibbi, ch. 7; Truscott & Crook, ch. 7;	
Jan 16, 2024	Group Discussion and Supervision: <ul style="list-style-type: none"> • <i>Ethics Case Study (based on Truscott & Crook reading)</i> • <i>Treatment Planning</i> • <i>Case-based Learning recording)</i>
Jan 23, 2024	Individual/Dyadic Supervision: Supervision of casework (verbatim or recording)
Pre-reading: (All) Truscott & Crook, ch. 8; Zuckerman, chs. 28 & 29.	
Jan 30, 2024	Group Discussion and Supervision: <ul style="list-style-type: none"> • <i>Ethics Case Study (based on Truscott & Crook reading)</i> • <i>Role of Medication</i> • <i>Case-based Learning</i>
Feb 6, 2024	Individual/Dyadic Supervision: Supervision of casework (verbatim or recording)
Pre-reading: (all) Truscott & Crook, ch. 9; Mutter, "Case Notes in the Work of Spiritual Care and Counselling."	
Feb 13, 2024	Group Discussion and Supervision: <ul style="list-style-type: none"> • <i>Ethics Case Study (based on Truscott & Crook reading)</i> • <i>Role of Case Notes in Treatment</i> • <i>Case-based Learning</i> ADVANCED SPE: Book Review
Feb 20, 2024	Reading Week - Individual/Dyadic Supervision available if necessary
Feb 27, 2024	Individual/Dyadic Supervision: Supervision of casework (verbatim or recording)
Pre-reading: (All) Truscott & Crook, ch. 10; Strong & Massfeller article. "Negotiating Post-Consultation 'Homework' Tasks..."; CPA, "Outcomes and Progress Monitoring in Psychotherapy."	
Mar 5, 2024	Group Discussion and Supervision: <ul style="list-style-type: none"> • <i>Ethics Case Study (based on Truscott & Crook reading)</i> • <i>"Homework" and Case Outcome Monitoring</i> • <i>Case-based Learning</i> BASIC & ADVANCED SPE: Written Case Note based on Case Study (due March 5, 2024)
Mar 12, 2024	Individual/Dyadic Supervision: Supervision of casework (verbatim or recording)
Pre-reading: (all) Truscott & Crook, ch. 11	
Mar 19, 2024	Group Discussion and Supervision: <ul style="list-style-type: none"> • <i>Ethics Case Study (based on Truscott & Crook reading)</i> • <i>Case-based Learning</i>
Mar 26, 2024	Individual/Dyadic Supervision: Supervision of casework (verbatim or recording)
April 2, 2024	Final Evaluations: Scheduled Individual Appts.

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6. EXPECTATIONS AND ASSIGNMENTS (Winter 2021)

Assignments	Assignment Due Date	
	Basic SPE Unit (Course-based)	Advanced SPE Unit (Unit-based)
Required Reading	weekly	weekly
“Use of Self” Reflection Journals	weekly	weekly
Verbatim or Recording	Weekly	Weekly
Book Review: Truscott and Crook	---	Feb 13, 2024
Written Case Note based on Case Study	Mar 5, 2024	Mar 5, 2024
Final Evaluation	April 2, 2024	April 2, 2024

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 or spiritual care encounter using the assigned format which will be presented as a case study and engaging with the supervisory conversation.

6.1. “Reflecting On” practice

Learning Objectives

- To demonstrate awareness of the impact of the client or spiritual care recipient's context on the therapeutic process.
- To employ effective skills in observation of self, the client or spiritual care recipient, 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 the client or spiritual care recipient from any imposition of the therapist's personal issues.
- To employ effective and congruent verbal and non-verbal communication.

6.1.1. “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 or spiritual care recipient, including the feelings evoked within the client or spiritual care recipient, as well as the client or spiritual care recipient’s world of meaning as it applies to the issue/situation.

Step 3: Identify your awareness of your responses to the client or spiritual care recipient'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.

6.1.2. Verbatims and Recordings of Counselling or Spiritual Care Sessions

Weekly

6.1.2.1. Audio/Video Recordings of Counselling or Spiritual Care 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 or spiritual care provider and their use of counselling or spiritual care skills by presenting a portion of an audio recording of a session with a client or spiritual care recipient. Students whose placements do not permit them to record counselling or spiritual care 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 or spiritual care 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 or spiritual care 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?

6.1.2.2. Verbatim Assignments

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

Instructions:

- Listen to a recording of a counselling or spiritual care session with a client or spiritual care recipient 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 or spiritual care session based on their memory.

NOTE 2: To obscure the client or spiritual care recipient'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 or

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spiritual care session that includes the following elements.

- Known Facts, Pre-constructions, and Initial Observations.
- Verbatim of the conversation.
- Reflection on the conversation.

6.1.3. Final Placement Evaluations (Knowing, Being, Doing)

April 2, 2024

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 or spiritual care skills rating sheet that will be provided.
- The student and the SPE course instructor will each complete the CASC/ACSS evaluation form and meet to discuss these evaluations during the week of April 5–9, 2021.

6.2. “Reflecting For” practice

6.2.1. Learning Contract (Knowing, Being, Doing)

The student will, in collaboration, with their Field Instructor revisit and update their learning goals for the winter semester.

6.2.2. Assessment (Knowing, Doing)

March 5, 2024

Draw on in-class discussion, the texts, 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 or spiritual care recipient 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 or spiritual care recipient tried anything to cope with the situation? If so, how? Outcome?
- What skills, insights, competencies, etc. do you discern in the client or spiritual care recipient’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 or spiritual care recipient would answer the question “How do you think that counselling or spiritual care will help you?” (i.e., counselling or spiritual care 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 or providing spiritual care to this individual?

6.2.3. Advanced SPE: Book Review (Knowing, Being, Doing)

Feb 13, 2024

Students who have been approved by CASC for “Advanced training” are expected to the Truscott and Crook text in its entirety and to prepare a ten (10) page paper (about 2500 words) in which they reflect on how this text has formed their understanding and practice of ethical clinical behaviour.

7. 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.

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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.
- Not engaging 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 from 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 discreetly 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 April 2, 2024 without written permission from the Office of the Registrar.

Statement on Academic Honesty:

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

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in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production) 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.

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.

8. 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.

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- Turnell, A., & Hopwood, L. Solution-Focused Brief Therapy I: A First Session Outline. *Case Studies in Brief and Family Therapy*, 8 (1994a) 39–51.
- Turnell, A., and 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., and 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.