



# McMaster Divinity College

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

Kelvin F. Mutter, DTh  
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Jan 7 to April 8, 2025  
Tues 9:00am – 10:50 pm  
In-person and Online (Synchronous)

### 1. 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).

### 2. 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.

### 3. INSTRUCTOR:

**Biography:** Kelvin Mutter, DTh, is an Associate Professor (part-time) at McMaster Divinity College. Prof. Mutter is a Registered Psychotherapist (CRPO), an AAMFT Clinical Fellow & Approved Supervisor, a Certified Psychospiritual Therapist & Supervisor Educator (CASC/ACSS), and a Registered Marriage and Family Therapist (CAMFT). Prof. Mutter's ministry and counselling experience includes his extensive clinical experience as an individual, couple, and family therapist as well the clinical supervision of graduate students, as well as over twelve years in pastoral leadership. Prof. Mutter is married and has three adult children.

### 4. GOALS:

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

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### **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.

## **5. COURSE TEXTS AND READINGS:**

### **5.1. 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](mailto: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.

### **5.2. Required Reading: Articles & Book Chapters**

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.

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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.

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.

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]

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.

**5.3. Suggested Supplemental Reading:**

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.

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

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. Phenix, AR: Zeig, Tucker and Theisen, 2011.

**6. COURSE SCHEDULE:**

DATE	CLASS TOPIC and LEARNING ACTIVITY	ASSIGNMENT DUE
<b>Course Orientation and Foundational Frameworks</b>		
Jan 7, 2025	<i>Recommended Pre-reading:</i> Farber "Interpersonal Psychotherapy and Brief Psychodynamic Therapies." ● Introductory Matters ● Brief Lecture and Discussion: Rethinking Psychotherapy	
<b>Refinements in Theory and Methodology</b>		
Jan 14, 2025	<i>Required Pre-reading:</i> Masuda & Rizvi, "Third-Wave Cognitive-Behaviorally Based Therapies." Discussion: Third-Wave Cognitive-Behaviorally Based Therapies.	Reflection # 1
Jan 21, 2025	<i>Required Pre-reading:</i> Thomas & Cockburn, "Assuming a Competency-Based Stance." <i>Recommended Reading:</i> Bertolino & O’Hanlon, "Foundations of a Collaborative, Competency-Based Approach" Discussion: Competency-Based Counselling	Reflection # 2
Jan 28, 2025	<i>Required Pre-reading:</i> Rollnick, Stephen, et al. "Motivational Interviewing."	Reflection # 3

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DATE	CLASS TOPIC and LEARNING ACTIVITY	ASSIGNMENT DUE
	<i>Recommended Reading:</i> Schumacher & Madson, "The Four Processes of MI." Discussion: Motivating Change	
<b>Solution-Focused Brief Therapy</b>		
Feb 4, 2025	<i>Required Pre-reading:</i> Connie & Froerer, pp 40—67. Discussion: The SFBT "Stance"	Reflection # 4
Feb 11, 2025	<i>Required Pre-reading:</i> Connie & Froerer, pp 95—130. Discussion: The Diamond Model, part 1.	
Feb 18, 2025	<b>Reading Week</b>	
Feb 25, 2025	<i>Required Pre-reading:</i> Connie & Froerer, pp 154—185. Discussion: The Diamond Model, part 2	
Mar 4, 2025	<i>Required Pre-reading:</i> Connie & Froerer, pp 186—227. Discussion: The Diamond Model, part 3.	Application #1
Mar 11, 2025	<i>Required Pre-reading:</i> Connie & Froerer, pp 228—238. Discussion: The Diamond Model, part 3.	
<b>Narrative Therapy</b>		
Mar 18, 2025	<i>Required Pre-reading:</i> Morgan chs. 1–3 Discussion: Client Stories and the Story of Hope: Framework, and Basic Skills	Reflection # 5
Mar 25, 2025	<i>Required Pre-reading:</i> Morgan chs. 4–9 Discussion: Client Stories and the Story of Hope: Methods	
April 1, 2025	<i>Required Pre-reading:</i> Morgan chs. 10–14 Discussion: Strengthening Stories of Hope	Application #2
<b>Single-Session Counselling</b>		
April 8, 2025	<i>Required Pre-reading:</i> Slive & Bobele "Walk-In Counseling Services." <i>Recommended Reading:</i> Slive & Bobele, "Making a Difference in Fifty Minutes: A Framework for Walk-In Counselling." Discussion: Single Session Counselling—Framework, Skills, and Methods	Reflection # 6

## 7. EXPECTATIONS AND ASSIGNMENTS

Assignments	Due Date	MACSC	MDiv & MATM (CS)
Participation		10 %	10 %
Reflection Papers (six in total)	As assigned	56 %	56 %
Application Assignments (two in total)	As assigned	34 %	34 %

### 7.1. Reading the Course Text

**Disclaimer:** This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.

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).

### 7.2. 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.

### 7.3. Reflection Papers (each assignment is worth 9 % of the course grade)

**Due as assigned**

Students are expected to submit six (6) reflection papers, one for each of the questions 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 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.
- 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 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.

Knowledge Reflection Paper # \_\_\_\_ (provide the assignment number).  
Student Name and SID  
Assignment Due Date

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

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- *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).*

- 7.3.1. Reflection Paper One** (3 pp for the entire paper): How do these Third-Wave Cognitive-Behaviorally Based Therapies models make up for deficits in earlier CBT models? Would you have any challenges using any of these Third-Wave CBT models?
- 7.3.2. Reflection Paper Two** (3 pp for the entire paper): Identify three possible strengths of the competency-based counselling model and three potential deficits (1 page maximum). Use the remaining space to reflect on things that you might do or say that would mitigate the deficits that you identified.
- 7.3.3. Reflection Paper Three** (3 pp for the entire paper): Identify three possible strengths of the uses of Motivational Interviewing and three potential deficits (1 page maximum). Use the remaining space to reflect on things that you might do or say that would mitigate the deficits that you identified.
- 7.3.4. Reflection Paper Four** (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.
- 7.3.5. Reflection Paper Five** (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.
- 7.3.6. Reflection Paper Six** (3 pp for the entire paper): Identify three possible strengths of the single-session counselling model and three potential deficits (1 page maximum). Use the remaining space to reflect on things that you might do or say that would mitigate the deficits that you identified.

**7.4. Application Assignments** (each assignment is worth 19% of the course grade) **Due as assigned**  
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.

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- 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).

**7.4.1. 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

**7.4.2. 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.

## **8. COURSE ADMINISTRATION:**

### **Instructor Availability:**

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

### **Interpersonal Interactions:**

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

Students are encouraged to...

- Arrive on time.
- Stay for the entire class session.
- Not engage in anything during the class 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 aloud.
- 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 class session to do so.

### **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 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 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 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 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.

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*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 is granted by the instructor prior to the deadline. Assignments cannot be submitted after April 9, 2025 without written permission from the Office of the Registrar.

*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.

**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 a 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.

**9. Select Bibliography (in order covered within the course):**

**9.1. 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.

Kabatt—Zinn, Jon. *Full Catastrophe Living: Using the Wisdom of your Body and Mind to Face Stress, Pain, and Illness*. New York: Delta Trade Paperback, 2009.

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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.

### **9.2. 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.

### **9.3. Motivational Interviewing**

Martin, John E. and Eunhyang Priscilla Sihm. 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.

### **9.4. 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.

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.

Turnell, A., & Hopwood, L. "Solution-focused Brief Therapy II: An Outline for Second and Subsequent Sessions." *Case Studies in Brief and Family Therapy*, 8 (1994b) 52–64.

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

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

#### **9.4.1. Brief & Short-Term Counselling in Ministry Settings**

Benner, David . *Strategic Pastoral Counseling: A Short-Term Structured Approach*. Grand Rapids, MI: Baker, 2003.

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

Childs, Brian. *Short-Term Pastoral Counseling: A Guide*. Nashville, TN: Abingdon, 1990.

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Dillon, David. *Short-Term Counselling*. Nashville, TN: Word, 1992.

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

Oliver, Gary J., et al. *Promoting Change through Brief Therapy in Christian Counselling*. Carol Stream, IL: Tyndale House, 1997.

Stone, Howard. *Brief Pastoral Counseling: Short-Term Approaches and Strategies*. Minneapolis, MN: Fortress, 1984.

Stone, Howard. *Strategies for Brief Pastoral Counseling*. Minneapolis, MN: Fortress, 2001.

### **9.5. Narrative Therapy**

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.

Madigan, Stephen. *Narrative Therapy*, Second Edition. Washington, DC: APA, 2019. ISBN: 978-1-4338-2986-4

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.

#### **9.5.1. Narrative Approaches in Ministry Settings**

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

Scheib, Karen D. *Pastoral Care: Telling the Stories of Our Lives*. Nashville: Abingdon, 2016.

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.

### **9.6. 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.

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