



COUN6355: Brief Approaches to Marriage and Family Therapy
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
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Instructor: Ian F. Jones, Ph.D., Ph.D.

Office: L101

Phone: (504) 282 4455 x3716

Email: ijones@nobts.edu

Teaching Assistant: Karen Roudkovski; **email:** karen@2roadscc.com

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Mission Statement of the Counseling Program (CACREP 2.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

Syllabus Distribution (CACREP 2.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description (CACREP 2.D.1)

This course is designed to provide student trainees with an overview of brief approaches to marriage and family therapy. Special attention is given to Solution-Focused and related models and their practical application in the ministry setting. Students should come prepared to spend extensive time participating in live supervision using some of these selected models.

Student Learning Outcomes (CACREP 2.D.2)

Students who complete this course will:

- A. be able to demonstrate knowledge and understanding of
 1. the historical context of Brief Therapy by recognizing and identifying information on written exams.
 2. the specific field of Solution-Focused Brief Therapy by identifying information on written exams.
 3. the prominent Brief approaches to marriage and family therapy, and distinguish those which emphasize “process” from others which stress function/form.
 4. the biblical nature of change and how it relates to the Solution-Focused Brief model.

- B. increase skills related to counseling using the model of Solution-Focused Brief Therapy by
 1. conducting a Solution-Focused therapy session with one of their fellow classmates to address a specific problem situation.
 2. observing therapy sessions conducted by fellow students and learning to evaluate the sessions.

- C. increase in their ability to minister as a counselor using the Solution-Focused Brief model with a sense of confidence as measured by an evaluation after completing sessions led by the student.

Textbooks (CACREP 2.D.4)

Required Textbooks

Quick, E.K. (2008). *Doing what works in brief therapy: A strategic solution focused approach* (2nd ed.). Burlington, MA: Academic Press.

Sklare, Gerald B. (2014). *Brief counseling that works: A solution-focused therapy approach for school counselors and other mental health professionals* (3rd ed.). Thousand Oaks, CA: Corwin. ISBN: 978-1-4833-3233-8

Related Resources (not required):

Chevalier, A. J. (1995). *On the client's path: A manual for the practice of solution-focused therapy*. Oakland, CA: New Harbinger Publications.

Chevalier, A. J. (1996). *On the counselor's path: A guide to teaching brief solution-focused therapy*. Oakland, CA: New Harbinger Publications. (A teacher's guide to be used with *On the Client's Path* for conducting training sessions on solution focused techniques.)

Ratner, Harvey, George, Evan, & Iveson, Chris (2012) *Solution focused brief therapy: 100 key points & techniques*. New York, NY: Routledge.

Course Teaching Methodology (CACREP 2.D.3)

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, videotaped counseling sessions, role plays, and written examinations.

Course Requirements (CACREP 2.D.3)

Exam I

Lectures and reading on Solution-Focused Brief therapy.

Reading

Reading: Students are responsible for all required readings (2 books) plus reading one additional book (select one from Bibliography) related to Brief Therapy. Students will report the percentage of required reading completed at the time each book is due.

Brief Counseling Sessions (4)

1. Students are expected to counsel a client in a series of four (4) counseling sessions using the principles and practice of Solution-Focused Brief Therapy (SFBT). The sessions are limited to a maximum of 40 minutes each. Sessions are to be recorded and the recordings submitted with each assignment. All recordings are to be destroyed by the end of the term.

2. Students are expected to receive a series of four (4) counseling sessions from a fellow classmate who will utilize the principles and practice of SFBT. The sessions are limited to a maximum of 40 minutes each.

3. Students are to turn in the following material concerning the counseling sessions:

Session 1: A. A typed transcript of the session (that the student takes from the videotaping). On this transcript the student needs to mark clearly (highlight and write in the margin) the following elements (in the interest of time, the student may omit going through the disclosure and confidentiality statements):

- Identification of termination criteria
- Assessment for pre-session change
- Exploring attempted solutions
- Determining spiritual resources
- History of the problem
- Suicidality/Homicidality
- Exceptions
- First small step
- Client strengths
- Family history/medical history/substance use
- Compliments and homework
- Identify if client is Customer, Complainant, or Visitor

It is assumed that the counselor will not be able to cover all these in the first session, but please evaluate or critique what was covered.

B: Session notes (typed)

C: Personal critique: an evaluation of counseling approach, techniques, and skills

Session 2: A. Session Notes

B. A critique that highlights what exceptions you found, elements you included from the techniques, and things you would do differently. Use the Solution-Focused Self Checklist to evaluate the basics elements.

- C. Identify what type of homework you gave the client (see PowerPoint lecture “Session Two and Beyond”) and give a rationale for selecting that homework.
- D: Personal critique: an evaluation of counseling approach, techniques, and skills and development or improvement in these areas.

- Session 3:**
- A. A typed transcript of the session (that the student transcribes from the videotaping). On this transcript the student needs to mark clearly (highlight and write in the margin) the following elements:
 - Assessment for change
 - How you handled change or no change (scaling questions, exceptions, etc.)
 - B. Identify the techniques you used and mark them.
 - C. Identify what type of homework you gave the client (see PowerPoint lecture “Session Two and Beyond”) and give a rationale for selecting that homework.
 - D. Session Notes (Typed)
 - E: Personal critique: an evaluation of counseling approach, techniques, and skills and development or improvement in these areas.

- Session 4:**
- A. Session Notes
 - B. A critique that highlights what exceptions you found, elements you included from the techniques, things you would do differently. Use the Solution-Focused Self Checklist to evaluate the basics elements.
 - C. Identify what type of homework you gave the client (see PowerPoint lecture “Session Two and Beyond”) and give a rationale for selecting that homework.
 - D: Personal critique: an evaluation of counseling approach, techniques, and skills and development or improvement in these areas.

Additional Information about the Sessions

1. Students are required to participate in four (4) sessions as a counselor and another four (4) sessions as a client. Each session is to be no more than 40 minutes. At least three of these sessions are to be conducted outside of class time. Students will be assigned a client. Most students will conduct a live session in the classroom in the later part of the semester, which can be one of the four sessions if desired.
2. As the client, you are to work on an actual issue. However, clients are in control of the content and extent of the disclosure. Students are encouraged to present issues that do not require crisis intervention.
3. As the counselor, you are responsible for maintaining confidentiality.
4. You must record all four sessions when you are the counselor, using either a tape recorder, your laptop or the counseling center recording capability. If you record in a location that is not in the counseling center, please insure that it is a quiet environment or you (and your professor) will not be able to hear the recorded dialogue.

5. You are to maintain a counselor-client relationship for these four sessions. You are not to engage in social relationships with your partner during this period of time. This requirement means no socializing before and after the sessions. You are expected to conduct yourself in a professional manner. If you are paired with someone very familiar to you, you need to alert the instructor immediately so that an alternative arrangement can be made.

6. Remember to keep all information obtained during your counseling sessions
CONFIDENTIAL.

7. All recorded materials are to be kept secure. They must be erased at the end of the class. Alternatively, students can enlist an individual outside of the Department of Counseling to be their client/interviewee for this assignment. However, students are to prepare an informed consent for these volunteer clients.

The informed consent should indicate that (a) the sessions are strictly for learning purposes, (b) issues disclosed by clients should not be critical in nature, requiring crisis intervention, (c) the sessions will be recorded for supervision purposes, (d) the instructor/supervisor of the class will have access to the taped sessions, (e) the number of session will be four and each last about 40 minutes, and (f) if they are minor (less than 18 years old), their legal guardian will have to give consent for their participation and their legal guardian understands the learning nature of this assignment and will not require the student-counselor to report session content to them. Mention also the limits of confidentiality. **Have these individuals sign the consent and give them a copy for their record. The instructor will not review and grade your tape and typescript without the signed informed consent.**

NOTE: TAPED SESSIONS ARE NOT TO BE SCRIPTED OR OUTLINED IN ADVANCE.

Role Plays in Class

Students will participate in roles plays in class, and will be assigned various techniques or interventions to demonstrate. Students will also participate as clients in the role plays. A sign-up sheet will be provided for these role plays.

Evaluation of Grade (CACREP 2.D.5)

The student's grade will be computed as follows:

1. Exams 20%
2. Four (4) Counseling Sessions 40%
 - a. Typescript and Analysis
 - b. Sessions & Checklist
3. Reading 20%
4. Role Plays 20%

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100
B: 85-92
C: 77-84

D: 70-76
F: Below 70

Course Policies, Academic Conduct, and Professional Conduct (CACREP 1.J, G, O; 2.D.6)

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [*New Orleans Baptist Theological Seminary Academic Catalog*](#).

Classroom Parameters

Please arrive on time.
Turn off cell phones. Utilize laptops and other technology for class purposes only.
Respect the professor and other members of the class.
Maintain confidentiality when someone shares personal information.
Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations (CACREP 2.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for

“special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP 1.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary’s priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per class day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

Professional Conduct (CACREP 1.O)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance (CACREP 1.G)

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center (CACREP 1.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and

valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments

Student Services
(CACREP I.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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Course Schedule
(CACREP 2.D.1, 3, 4)

Q = Quick Text; S = Sklare Text

Unit #	Meeting Date	Reading & Assignments Schedule	CACREP crf
1	<i>January 23</i>	Introduction/Why Study Brief Therapy? Brief Distinctives Quick (Q), Ch 2, 3 Sklare (S), Preface	5.C.1.a-b
2	<i>January 30</i>	History/Differences between Brief & Solution Focused Therapy Problem Solving Approach of MRI vs. de Shazer Q, Ch 1 S, Ch 1	5.C.1.a-b
3	<i>February 6</i>	Theoretical and Theological Assumptions Bible Concepts of Change	
	<i>February 13</i>	Mardi Gras Holiday	
4	<i>February 20</i>	First Session Treatment Goals--Constructing Solutions Brief Session Two and Beyond Q, Ch 4, 6 S, Ch 2-3	5.C.1.c 5.C.1c
5	<i>February 27</i>	Exceptions & Compliments Brief for Couples Q, Ch 5, 9 S, Ch 4-5	5.F.3.a-c
6	<i>March 6</i>	Working with Adolescents Q, Ch 14, 15, 16 S, Ch 6 Due: 1st Video Session Critique: 1st Session	
7	<i>March 13</i>	Exam I—lectures and readings Specific Problems Difficult Clients/Crisis & Urgent Situations Q, Ch 7-8, 10-13, 17-18 S, Ch 7 Role Plays as Assigned	5.C.2.f
	<i>March 20</i>	Spring Break: 3/13—3/17 (No class meeting)	
8	<i>March 27</i>	Resolving Sexual Abuse	5.C.2.f

		Role Plays as Assigned Due: 2nd Video Session Critique: Exceptions & Homework S, Ch 8	
9	<i>April 3</i>	Role Plays as Assigned	
10	<i>April 10</i>	Role Plays as Assigned Due: 3rd Video Session Critique: Assessment & Intervention Techniques Due: 3rd Book--Report % read	5.C.3.a-b
11	<i>April 17</i>	Role Plays as Assigned	
12	<i>April 24</i>	Role Plays as Assigned Due: 4th Video Session Critique: Exceptions, Intervention Techniques, Homework	5.C.3.a-b
13	<i>May 1</i>	Role Plays as Assigned	
14	<i>May 8</i>	Review	
Final Exam	<i>May 15</i>	The Final Exam will be on Tuesday, May 9, 12:00-2:00 p.m.	

Selected Bibliography (CACREP 2.E)

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- Kollar, C. A. (1997). *Solution-focused pastoral counseling: An effective short-term approach for getting people back on track*. Grand Rapids, MI: Zondervan.
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Articles

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