



# **COUN6355: Brief Approaches to Marriage and Family Therapy**

## **New Orleans Baptist Theological Seminary Division of Church and Community Ministries Spring 2019**

**Professor: Dr. Ian Jones (504-252-4455, ext. 3716); email: [ijones@nobts.edu](mailto:ijones@nobts.edu)**

**Office: L101**

**Class Time: Tuesday 12:30 p.m-3:20 p.m.**

**Leeke Magee Christian Counseling Center 103**

**Teaching Assistant: Karen Roudkovski; email: [karen@2roadscc.com](mailto: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**

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 Doctrinal Integrity.

### **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**

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

### **Course Description**

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.

**Program Objectives: #3** Upon successful completion of one of the Master's Programs in Counseling, graduates should have the necessary academic and clinical skills to obtain professional licensure.

**Course Objectives/Student Learning Outcomes**

Course Objectives	Learning Experiences	Assessments
Students demonstrate knowledge and understanding of The history and development of brief theories, including, models, principles, and treatment planning. <b>(2.f.1.a, 5.C.1.a,b,c)</b>	<i>Instruction</i> Class lecture and discussion  <i>Readings</i> Quick, Chs 1-18 Sklare, Chs 1-8	<i>Course Assignments</i> Book Report and Reading Midterm & Final Exam
Students will demonstrate knowledge, competence, and practice in brief therapy by evaluation and assessment of their practice and skills, including techniques and interventions, as counselors. <b>(5.C.3.b, 5.F.1.e,f)</b>	<i>Instruction</i> Class lecture and discussion In-Class Role Plays  <i>Readings</i> Quick, Chs 1-18 Sklare, Chs 1-8	<i>Course Assignments</i> Counseling Sessions (4) with Transcripts, Session Notes, and Analyses In-class Role Plays Assessments of In-class Role Plays using Brief Counseling Evaluation Form Final Exam
Students demonstrate knowledge, understanding, and personal developmental awareness of the biblical nature of change and its relationship to brief therapy and to the historical ministry of soul care and counseling. <b>(2.f.1.a)</b>	<i>Instruction</i> Class lecture and discussion  <i>Readings</i>	<i>Course Assignments</i> Counseling Sessions (4) with Transcripts, Session Notes, and Analyses In-class Role Plays Assessments of In-class Role Plays using Brief Counseling Evaluation Form Midterm & Final Exam

**Course Requirements and Evaluation of Grades**

Assignment & Description	%age	Due Date
<b>Reading</b> 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.	20%	
<i>Brief Counseling Sessions (4)</i> 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	40%	Video Session 1. 2/26 2. 3/26 3. 4/9 4. 4/23

- 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

<p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>3. As the counselor, you are responsible for maintaining confidentiality.</li> <li>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.</li> <li>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.</li> <li>6. Remember to keep all information obtained during your counseling sessions CONFIDENTIAL.</li> <li>7. All recorded materials are to be kept secure. They must be erased at the end of the class.</li> </ol> <p>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.</p> <p>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.</p> <p>NOTE: TAPED SESSIONS ARE NOT TO BE SCRIPTED OR OUTLINED IN ADVANCE.</p>		
<p><b>Role Plays in Class</b> 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.</p>	20%	
<p><b>Midterm and Final Exams</b> The midterm exam covers lectures, including PowerPoint presentations, and required textbook reading on brief therapy. It consists of listing and identification, description, short answer, and discussion questions. The final exam is comprehensive and based on the readings from the course texts, lectures, session and role play presentations, and discussion. The exam consists of essay questions that will call for a critical understanding of brief therapy and the practical application of what has been learned about brief therapy (e.g., case studies).</p>	20%	3/12 5/14

## Textbooks

### Required

Quick, E.K. (2008). *Doing what works in brief therapy: A strategic solution focused approach* (2<sup>nd</sup> 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* (3<sup>rd</sup> 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

The course will involve the following methodologies: reading and writing assignments, dialogues, lectures, interviews, group experiences, class presentations, and written examinations.

## Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2<sup>nd</sup> floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is [available free](#) to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

## Evaluation of Grade

The student's grade will be computed as follows:

- |                                 |     |
|---------------------------------|-----|
| 1. Exams                        | 20% |
| 2. Four (4) Counseling Sessions | 40% |
| a. Transcript 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**

### **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**

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](mailto: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**

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](http://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. The grade for late assignments will automatically be reduced by one letter grade per week late.

#### **Professional Conduct**

Students are expected to adhere to the appropriate codes of ethics for their particular programs. 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**

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

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

#### **Writing Center**

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 in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

### Student Services

*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](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto: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	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.445 5 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.800 4	<a href="http://www.nobts.edu/student-services/counselingservices.html">www.nobts.edu/student-services/counselingservices.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.445 5 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

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.flvlib.org/>) for Florida students
- Interact with us online at –



[TWITTER.COM/NOBTS](https://twitter.com/nobts)  
 [INSTAGRAM.COM/NOBTS](https://www.instagram.com/nobts)  
 [FACEBOOK.COM/NOBTS](https://www.facebook.com/nobts)

**Student Course Schedule, Spring 2019**

Quick = *Doing What Works in Brief Therapy*

Sklare = *Brief Counseling That Works*

**Please have reading assignments completed before class**

<b>Week #</b>	<b>Date</b>	<b>Reading &amp; Assignments Schedule</b>	<b>Learning Experiences</b>
1	1/22	Quick, Ch 2, 3 Sklare, Preface	Lecture & Discussion: Intro to Course Why Study Brief Therapy? Brief Distinctives
2	1/29	Quick, Ch 1 Sklare, 1	Lecture & Discussion: History/Differences between Brief & Solution Focused Therapy Problem Solving Approach of MRI vs. SFBT
3	2/5		Lecture & Discussion: Theoretical and Theological Assumptions Biblical Concepts of Change
4	2/12	Quick, Ch 4,6 Sklare, 2-3	Lecture & Discussion: First Session Treatment Goals--Constructing Solutions Brief Session Two and Beyond
5	2/19	Quick, Ch 5,9 Sklare, 4-5	Lecture & Discussion: Exceptions & Compliments Brief for Couples
6	2/26	Quick, Ch 14,15,16 Sklare, 6 <b>Due: 1st Video Session Critique: 1<sup>st</sup> Session</b>	Lecture & Discussion: Working with Adolescents
<b>MARDI GRAS</b> Tuesday, March 5 Classes do not meet			
7	3/12	Quick, Ch 7-8, 10-13, 17-18 Sklare, 7 <b>Exam I--lectures and readings</b> <b><i>Role Plays as Assigned</i></b>	Lecture & Discussion: Specific Problems Difficult Clients/Crisis & Urgent Situations Role Plays Debriefing
<b>SPRING BREAK</b> 3/15-19			
8	3/26	Sklare, 8 <b><i>Role Plays as Assigned</i></b> <b>Due: 2<sup>nd</sup> Video Session Critique: Exceptions &amp; Homework</b>	Lecture & Discussion: Resolving Sexual Abuse Role Plays Debriefing
9	4/2	<b><i>Role Plays as Assigned</i></b>	Discussion: Role Plays Debriefing
10	4/9	<b><i>Role Plays as Assigned</i></b> <b>Due: 3<sup>rd</sup> Video Session Critique: Assessment &amp; Intervention Techniques</b> <b>Due: 3<sup>rd</sup> Book--Report % read</b>	Discussion: Role Plays Debriefing Book Reviews

11	4/16	<i>Role Plays as Assigned</i>	Discussion: Role Plays Debriefing
12	4/23	<i>Role Plays as Assigned</i> Due: 4 <sup>th</sup> Video Session Critique: Exceptions, Intervention Techniques, Homework	Discussion: Role Plays Debriefing
13	4/30	<i>Role Plays as Assigned</i>	Discussion: Role Plays Debriefing
14	5/7		Final Exam Review
14	5/14	<b>Final Exam</b>	

### Selected Bibliography

- Araoz, D.L., & Carrese, M.A. (1996). *Solution-oriented brief therapy for adjustment disorders: a guide for providers under managed care*. Brunner/Mazel
- Budman, S.H., & Gurman, A.S. (1988). *Theory and practice of brief therapy*. Guilford Press.
- Budman, S. H., Hoyt, M.F., & Friedman, S. (1992). *The first session in brief therapy*. Guilford Press.
- Burt, M. S., & Burt, R.B. (1996). *Stepfamilies: The step by step model of brief therapy*. Brunner/Mazel.
- Cade, B., & O'Hanlon, W.H. (1993). *A brief guide to brief therapy*. W.W. Norton.
- Carlson, J. & Sperry, L. (2000). *Brief therapy with individuals and couples*. Zeig Tucker &Theisen.
- Chevalier, A. J. (1996). *On the counselor's path: a guide to teaching brief solution-focused therapy*. New Harbinger Publications.
- Cohen-Posey, K. (2000). *Brief therapy handouts*. John Wiley & Sons.
- Curtis, R.C., & Stricker, G. (1991). *How people change: Inside and outside therapy*. Plenum Press.
- Deci, Edward L., & Flaste, Richard (1996). *Why we do what we do: Understanding self-motivation*. New York: Penguin.
- de Shazer, S. (1982). *Patterns of brief family therapy: An ecosystemic approach*. Guilford Press.
- de Shazer, Steve (1985). *Keys to solution in brief therapy*. New York: Norton.
- de Shazer, S., & Dolan, Y. (2007). *More than miracles: The state of the art of solution-focused brief therapy*. New York: Routledge, Taylor & Francis Group.
- Dolan, Yvonne. (1991). *Resolving sexual abuse*. W.W. Norton.
- Donovan, J.M. (1999). *Short-term couple therapy*. Guilford Press.
- Ecker, B., & Hulley, L. (1996). *Depth-oriented brief therapy: How to be brief when you were trained to be deep—and vice versa*. Jossey-Bass Publishers.
- Erickson, Millard J. (1998). *Postmodernizing the faith: Evangelical responses to the challenge of postmodernism*. Baker.
- Fisch, R., & Schlanger, K. (1999). *Brief therapy with intimidating cases: Changing the unchangeable*. Jossey-Bass.
- Freedman, Jill, & Combs, Gene (1996). *Narrative therapy: The social construction of preferred realities*. New York: W. W. Norton.
- Gurman, A.S., & Jacobson, N.S. (2002). *Clinical handbook of couple therapy*. Guilford Press.
- Halford, W. K. (2001). *Brief therapy for couples: Helping partners help themselves*. Guilford Press.
- Hoyt, M.F. (1995). *Brief therapy and managed care: Readings for contemporary practice*. Jossey-Bass Publishers.
- Jongsma, A.E., Peterson, L. M., & McInnis, W. P. (1999). *Brief adolescent therapy homework planner*. John Wiley.
- Jongsma, A.E., Peterson, L. M., & McInnis, W. P. (1999). *Brief child therapy homework planner*. John Wiley
- Kollar, C. A. (1997). *Solution-focused pastoral counseling: An effective short-term approach for getting people back on track*. Grand Rapids, MI: Zondervan.
- Miller, S. D., Hubble, M.A., & Duncan, B.L. (1996). *Handbook of solution-focused brief therapy*. Jossey-Bass Publishers.
- O'Connell, B., & Palmer, S. (2003). *Handbook of solution-focused therapy*. Sage
- O'Hanlon, W.H., & Bertolino, B. (1998). *Even from a broken web: Brief, respectful solution-oriented therapy for sexual abuse and trauma*. J. Wiley.
- O'Hanlon, William H. & Weiner-Davis, Michelle (2003). *In search of solutions: A new direction in psychotherapy*. Rev. ed. New York: Norton.

- Oliver, G.J., Hasz, M. & Richburn, M. (1997). *Promoting change through brief therapy in Christian counseling*. Downers Grove, IL: Tyndale House.
- Parad, H.J., & Parad, L.G. (1990). *Crisis intervention, book 2: the practitioner's sourcebook for brief therapy*. Family Service America.
- Ratner, Harvey, George, Evan, & Iveson, Chris (2012) *Solution focused brief therapy: 100 key points & techniques*. New York, NY: Routledge.
- Schultheis, G.M. (1998). *Brief therapy homework planner*. Wiley.
- Schultheis, G. M., O'Hanlon, S., & O'Hanlon, W. H. (1999). *Brief couples therapy homework planner*. Wiley.
- Selekman, M.D. (1993). *Pathways to change: Brief therapy solutions with difficult adolescents*. Guilford Press.
- Sharry, J. (2001). *Solution-focused group work*. Sage.
- Stone, Howard W. *Brief pastoral counseling: Short-term approaches and strategies*. Minneapolis, Minnesota: Fortress, 1993.
- Talmon, M. (1990). *Single-session therapy: Maximizing the effect of the first and often only therapeutic encounter*. Jossey-Bass.
- Talmon, M. (1993). *Single session solutions: A guide to practical, effective, and affordable therapy*. Da Capo Press.
- Vanhoozer, Kevin J. (1998). *Is there a meaning in this text? The Bible, the reader, and the morality of literary knowledge*. Grand Rapids, Michigan: Zondervan.
- Walter, John L. & Peller, Jane E. (1992). *Becoming solution-focused in brief therapy*. Brunner/Mazel.
- Walter, J.L. & Peller, J.E. (2000). *Recreating brief therapy: Preferences and possibilities*. W.W. Norton.
- Worthington, E.L. (1999). *Hope-focused marriage counseling: A guide to brief therapy*. InterVarsity Press.
- Yapko, M.D. (1989). *Brief therapy approaches to treating anxiety and depression*. Brunner/Mazel.

#### Articles

- Minuchin, Salvador (1998). Where is the family in narrative family therapy? *Journal of Marital and Family Therapy*, Vol. 24, No. 4: 397-403.
- Piehl, Robert O. (2001). Narrative therapy and the Christian counselor: Necessary precautions. *Christian Counseling Today*, Vol. 9, No. 3: 25-28.
- Sokal, Alan D. (1996, Spring/Summer). Toward a transformative hermeneutics of quantum gravity. *Social Text* 46/47, Vol. 14, Nos. 1 & 2: 17-232. (Also, see Alan D. Sokal, *Lingua Franca*, pp. 62-62 [May/June, 1996].)
- Sokal, Alan D. (Fall 1996). Transgressing the boundaries: An afterword," *Dissent*, 43(4) Fall: 93-99. Article also appears in *Philosophy and Literature* 20(2): 338-346 (October 1996).