



**Contemporary Approaches in Counseling  
COUN9308  
New Orleans Baptist Theological Seminary  
Church and Community Ministries Division  
Spring 2018**

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**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 I.N, II.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, Disciple Making, Interpersonal Skills, Servant Leadership, and Spiritual and Character Formation.

**Syllabus Distribution (CACREP II.D)**

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

**Course Description (CACREP II.D.1)**

This seminar is an intensive examination of the contemporary approaches to therapy. Students must demonstrate conceptual and execution skills in several models of therapy determined by the professor.

- a. scholarly examination of theories relevant to counseling
- b. integration of theories relevant to counseling
- c. conceptualization of clients from multiple theoretical perspectives
- d. evidence-based counseling practices
- e. methods for evaluating counseling effectiveness
- f. ethical and culturally relevant counseling in multiple settings

**Student Learning Outcomes (CACREP II.D.2)**

By the end of the study, the student will

- A. be able to demonstrate knowledge and understanding of
  1. a broad variety of major contemporary approaches to marriage and

- family therapy that are grounded in biblical principles and have been shown to have empirical efficacy.
- 2. outcome research regarding contemporary approaches to therapy
- 3. the issues involved in using an integrative approach
- 4. empirical research regarding how people change
- B. increase skills related to counseling by
  - 1. focusing on a model of therapy for the semester and examining the assumptions, strengths, weaknesses, specific interventions, research evidence of effectiveness, any ethical principles to consider pertinent to the model, culturally relevancy, and biblical foundations of that model, and seeking to practice that model, demonstrated through a video or role play presentation of the model.
  - 2. completing a proposal for research in an area of interest. (APA Style).
- C. increase their personal ability to
  - 1. pursue an ongoing integration of biblical concepts of the healthy family into their personal framework for conducting individual, marriage and family therapy.
  - 2. recognize and implement practices that exhibit characteristic excellence in working with individuals suffering from mental disorders by learning how to execute a program evaluation.

#### **Textbooks (CACREP II.D.4)**

Solomon, M. & Siegel, D.J. *How people change: Relationships and neuroplasticity in psychotherapy*.

Bradley, B., & Furrow, J. *Emotionally focused couple therapy for dummies*. (2013).

John Wiley & Sons.

Linehan, Marsha M. *DBT skills training manual*, 2<sup>nd</sup> Edition. Guilford Press, NY. (2015) ISBN: 978-1462516995

Hayes, S.C., & Smith, S. *Get out of your mind and into your life: The new acceptance & commitment therapy* (2005). ISBN: 978-1572244252

Gottman, J. *The science of trust: Emotional attunement for couples*. (2011). W.W. Norton & Company.

Courtois, C., & Ford, J. *Treating complex traumatic stress disorders: An evidence-based guide*. (2009). Guildford Press. ISBN: 978-1462513390

van der Kolk, B. *The body keeps score: Brain, mind, & body in the healing of trauma*. (2015). Penguin Books. ISBN: 978-0670785933

Tracy, S. *Mending the soul: Understanding and healing abuse* (2009). Zondervan.

Rosengren, D.B., *Building motivational interviewing skills*, 2nd Ed.: A practitioner workbook ISBN: 978-1462532063

#### **Course Teaching Methodology (CACREP II.D.3)**

The course will involve the following methodologies:

Readings, research, writing, discussion and presentations will be used in this course.

#### **Course Requirements (CACREP II.D.3)**

1. **Assigned Text Readings:** Each student is required to read and study each textbook and to be prepared to discuss content in detail as per schedule. Students will be asked to give an honest reading report (on blackboard discussion page) of the percentage completed by the due date for each book. Students are expected to carefully and thoroughly read, for comprehension and application, each assigned book. (10%)
2. **Presentation of Book and Class Discussion.** (20%) In the seminar meeting each
  - a. Student will present the assigned book and be prepared to lead the discussion about the therapy model for the other class members. The student may choose how to organize and

- direct this discussion.
- b. The discussion should include the following:
    - Primary theoretical assumptions, and concepts of the model
    - Strengths and weakness of the model
    - Interventions of the model, and application
    - Biblical issues and perspective pertinent to the model
  - c. Briefly demonstrate (through role play or video) the use of the model, or lead the group in practicing an intervention from the model.

### 3. Research Proposal

Create a Research Proposal, the foundation of any research project. You will develop the appropriate research components, and assemble a formal proposal. Your proposal will be due March 2, posted to Blackboard. Each student will need to read the proposals of all other students. Each student will be assigned a proposal to grade, and should bring a hard copy graded for the writer. Use the outline for your proposal that follows:

#### Research Question & Hypothesis

First step of a research project. Write a concise research question and hypothesis before our first seminar, and bring it to seminar. It would also be to your benefit to bring some ideas of what measure you will use for your research. All measure must be valid and reliable.

#### References

Correct APA; 6 Citations

Maximum number of points available:

4 Sources (5 pts); 5 Sources (10 pts); 6 Sources (14 pts), 7+ Sources (15 pts) including using correct APA format

#### Methodology

Quantitative Research Proposals follow a formal structure.

Follow the Methodology Section outline below for this part of your proposal.

*Outline for your Research Proposal: (approximately 7-9 pages, not including the References) total of 200 points.*

- |   |         |
|---|---------|
| <b>I. Title page and Abstract</b>   | 15 pts. |
| <b>II. The Purpose of this Project</b> –Include in this section your introduction about why Your research would have value, your research question(s) and hypotheses.   | 15 pts. |
| <b>III. Literature Review</b> – Write a fairly comprehensive review, but concise review, of the Scholarly Literature related to the topic you are investigating. (3-5 pages)  | 50 pts  |
| <b>IV. Methodology</b>  |         |
| A. Participants–include a description of the characteristics of the sample and sampling techniques  | 25pts.  |
| B. Instruments–Provide a concise description of the specific instruments you plan to use. Include a brief discussion of each instrument’s psychometric properties (i.e., purpose, validity, reliability, etc.)  | 20 pts. |
| C. Procedures–Describe specifically how you plan to carry out your study. Write this section with sufficient detail so the reader would be able to replicate your procedures.   | 25 pts. |
| <b>V. Results</b> – Describe how, specifically, you will statistically test each hypothesis. Then note what results you <u>hope</u> to obtain.  | 15 pts. |
| <b>VI. Conclusions</b> –Discuss why your study will make a significant contribution to the literature, limitations of your study, and recommendations for future research. Entire paper to this point should be 9-10 pages, not including References. | 15.pts  |
| <b>VII. References</b> – APA 6 <sup>th</sup> Ed. Note the difference between References and   | 15 pts. |

Bibliography.  
Grading of a classmate's proposal--

5 pts.

**5. Program Evaluation Paper using Accountability Bridge Model for Counselors**

Design a program evaluation for a program you are involved in, or for a treatment program for clients you see, improvement of a particular counseling skill measured as you work with your clients, or your agency where you work. This should include a description of the

**A. 4 stages of Program Evaluation (see article on Blackboard)**

**25 pts.**

1. a review of the literature relevant to your program (identify specific counseling methods and activities that are appropriate for certain populations)
2. Determine the Availability of needed resources (staff, facilities, special materials)
3. Methodology: Includes planning results-based interventions that can be measured, such as pretest-posttest instruments, performance indicators, checklists, etc. Assessment instruments, observable data, & interviews could be used. Also document review). Includes a description of intervention/treatment components and outcomes for the program.
4. Determine when Clients/participants will complete selected measures and assessments. Who will gather and process the information? Counselors may be responsible for collecting data about their own caseload, while a counselor supervisor might collect data from community sources.

**B. Program Implementation**

**25 pts**

1. A plan to identify differences between the planned programs and the realities of providing services.
2. A plan for decision making to change program or to make refinements in programs and services as the need arises.

**C. Program Monitoring and Refinement**

**25 pts.**

1. Who will make decisions (and when) about adjustments to the practice based on preliminary results and feedback from clients and other interested parties?
2. How will program success be monitored to ensure the quality of counseling services and maximize the likelihood of finding positive results during outcomes assessments?

**D. Outcomes Assessment**

**25 pts.**

1. Dates for the final collection of data, and who is responsible to code, input, and analyze all data to determine the outcomes of interventions and program? Data should be analyzed as soon as possible after being collected.
2. Appropriate analysis approaches differ for quantitative and qualitative data. Data analysis computer software can expedite the analysis and interpretation of data. Charts and graphs can play a key role in the dissemination of evaluation results.

**The Accountability Bridge**

**25 pts.**

- A. Plan a process to communicate outcome data and program results to stakeholders (interested parties).
- B. Outline what your Counseling Evaluation Reports will contain.

## **Counseling Context Evaluation Cycle**

### **A. Feedback from Stakeholders**

**10 pts.**

1. How counselor will solicit feedback from stakeholders.

### **B. Strategic Planning**

**15 pts.**

1. How and when the organization (or counselor) will engage in strategic planning to examine the operations of the organization.
2. May include possible revision of purpose and mission of programs and services.

### **C. Needs Assessment**

**20 pts.**

1. Needs of all stakeholders.
2. Identify the method or instrument for collecting information.
3. Written surveys and checklists can be used, as well as focus-group meetings, interviews, and various forms of qualitative inquiry.

### **D. Service Objectives**

**25 pts.**

1. Develop precise program goals and objectives, based on prior outcomes of Counseling services, stakeholder feedback, and information gathered from needs assessments. Programs without clearly identified goals and objectives cannot be evaluated for impact and effectiveness.
2. Two types of objectives:
  - a. Process Objectives—milestones or competencies needed to achieve long-term goals. Could be a series of benchmarks that indicate progress toward program growth and improvement.
  - b. Outcomes Objectives—specific competencies or outcomes to be achieved in a given time period.

(10-15 pages, APA Format)

Program Evaluations will be posted on blackboard no later than April 20, and all students should read all Program Evaluations written by the other students in the class. Please identify two strengths and two areas for improvement in each Program Evaluation. Bring these to the 3<sup>rd</sup> seminar in written format (all in one document.).

**5 pts.**

## **Evaluation of Grade (CACREP II.D.5)**

The student's grade will be computed as follows:

Assigned Text Readings	20%
Assigned Text Presentation/Discussion	20%
Research Proposal	25%
Program Evaluation	35%

## **Course Policies, Academic Conduct, and Professional Conduct (CACREP I,J, G, O; II.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 relate 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.

### **Disabilities and Accommodations (CACREP II.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](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 (CACREP I.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.

### **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.

### **Professional Conduct (CACREP I.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 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 four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

### **Technical Assistance (CACREP I.G)**

For assistance regarding technology, consult ITC (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 (CACREP I.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](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!*

<b>Need</b>	<b>Email</b>	<b>Phone</b>	<b>Web Page</b>
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>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women's	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455	<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.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS    INSTAGRAM.COM/NOBTS    FACEBOOK.COM/NOBTS

**Course Schedule** (CACREP II.D.1, 3, 4)

**Introduction/Syllabus, Via Web conference, January 25 Thursday, 4 pm (or arranged so all can attend)**

WebEx. You will receive an invitation. Please send Dr. Steele an email whether you can participate in the Thursday, January 25 video conference, so a different conference can be scheduled if necessary.

**Seminar 1**

**Friday, Feb 9: 1:00 pm-6:00 pm**

**Saturday, Feb 10, 8:00 am -11:00 pm**

Text/Student	Date Completed reading due	Seminar Schedule Presentation/Discussion (approximate times)
<i>How people change</i>	Jan 26	Friday 1:00-1:45—General Introduction, Syllabus 1:45-3:00—book discussion Break: 3:00-3:15
<i>The Science of Trust: Emotional Attunement for Couples</i>	Feb 2	Friday 3:15-4:30—book discussion Break 4:30-4:45
<i>DBT Skills Training Manual</i>	Feb 8	Friday 4:45-6:00- book discussion  <b>Saturday</b> Discussion of Research Questions and Hypotheses for Proposals (about 20 min each student) 8:00-9:30 Break: 9:30-9:45 9:45-11

**Seminar 2**

**Friday, March 9: 1:00 pm-6:00 pm**

**Saturday, March 10, 8:00 am -11:00 pm**

Text/Student	Date Completed reading due	Seminar Schedule Presentation/Discussion
<i>Mending the Soul: Understanding and Healing Abuse</i>	Feb 15	Friday 1:00-1:15 Intro time 1:15-2:30—book discussion Break: 2:30-2:45
<i>Emotionally Focused Couple Therapy for Dummies.</i>	Feb 22	Friday 2:45-4:00—book discussion Break 4:00-4:15
<i>Get out of Your Mind and Into Your Life: The New Acceptance &amp; Commitment Therapy</i>	March 1	Friday 4:15-5:30-book discussion 5:30-6:00 Proposal Evaluations (20 minutes per student)  Saturday: Proposal Evaluations 8:00-9:30 Break: 9:30-9:45 9:45-11

**Seminar 3**

**Friday, April 27: 1:00 pm-6:00 pm**

**Saturday, April 28, 8:00 am -11:00 pm**

Text/Student	Date Completed reading due	Seminar Schedule Presentation/Discussion
<i>Treating complex Traumatic Stress Disorders</i>	March 16	Friday 1:00-1:15 Intro time 1:15-2:30—book discussion Break: 2:30-2:45
<i>The Body Keeps Score: Brain, Mind, &amp; Body in the Healing of Trauma.</i>	March 30	Friday 2:45-4:00—book discussion Break 4:00-4:15
<i>Building motivational interviewing skills</i>	April 5	Friday 4:15-5:30-book discussion 5:30-6:00 Program Evaluation Reports (20 minutes per student)  Saturday: Program Evaluation Reports 8:00-9:30 Break: 9:30-9:45 9:45-11

**Selected Bibliography (CACREP 2.E)**

Dimeff & Koerner. *Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings*. Guilford Press.

Duncan, Miller & Sparks. *The Heroic Client*

Gottman, J. *The Marriage Clinic: A Scientifically Based Marital Therapy* (1999) W.W. Norton & Company

Gottman, John. *The Seven Principles for Making Marriage Work*

Harris, R. (2009). *ACT made simple: An easy-to-read primer on acceptance and commitment therapy*. New Harbinger Publication.

Hubble, Duncan, & Miller. (2006). *The heart and soul of change: What works in therapy*. APA

Johnson, S. ( ). *Becoming an emotionally focused couples therapist: The workbook*. Bruner/Routledge

Johnson, S. (2004). *The practice of emotionally focused couples therapy: Creating connection* 2<sup>nd</sup> ed. Bruner/Routledge.

McKay, Wood, & Brantley. *The dialectical behavior therapy skills workbook: Practical DBT exercises For learning mindfulness, interpersonal effectiveness, emotion regulation & distress tolerance*. New Harbinger.

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