



COUN6351 Counseling Theories & Treatment
New Orleans Baptist Theological Seminary
Counseling Division
Fall 2022 NOLA2U Live
Course meets Aug-Dec 2022, Tuesdays, 8:00-10:50

Professor: Craig Garrett, PhD, LPC-S, NCC; Associate Professor of Counseling
Office: L101, Magee Christian Counseling Center, New Orleans campus
Hours: Drop-in 8-5, M-F as available or by appointment
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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

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.

Course Description

This course examines the theoretic and practical foundations of the family systems approach to marital and family counseling. The major theorists, theories, models, and practices are examined. The primary focus is upon the theories, principles, and language which support the numerous marriage and family counseling models.

Syllabus Distribution

This syllabus will be made available in Canvas one week prior to the first day of class. Due to regular semester updates, any version accessed prior to this date may contain inaccuracies.

NOLA2U LIVE policies (for Distance Students)

If you are taking this course as a NOLA2U Live student, please note the following attendance policies:

1. The course on the New Orleans campus will be connected synchronously via Web conferencing with Internet students. These courses will require weekly attendance at the stated class meeting times.
2. Students are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in this syllabus.
3. Technical issues will not be considered a valid reason for missing a class session.

Program Objectives:

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Program Objectives/Key	Learning Experiences	Assessment/Assignment
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Performance Indicators		
Prog Obj 2: KPI 1.6 Students will improve in knowledge and skill regarding diagnosis and treatment planning regarding mental health treatment.	<i>Instruction:</i> Lectures on Case conceptualization; Treatment plans; practice in group assignment	Theory Case Conceptualization and Treatment Plan Rubric

Course Objectives

Course Objectives	Learning Experiences	Assessments
Demonstrate <i>knowledge</i> and <i>comprehension</i> of the events, persons, basic theories, concepts, various models and techniques of various evidence-based approaches, including a Family Systems approach to marriage and family therapy. (CACREP 2.F.5.a, b, c, g, h, i, j, n; 5.F.1. a, b, c, e, f).	<i>Instruction:</i> Lectures on Psychoanalytic/Psychodynamic Counseling; Jungian Analytic Psychology; Adlerian Individual Counseling; Person-Centered; Existential; Gestalt; Cognitive Behavioral; DBT; TF CBT; Systemic Family Therapy; Solution Based Approaches; Narrative; Collaborative Approaches; Feminist & Multicultural <i>Reading:</i> Gehart, Chapters 3-14	1. Study sheets on each model, Part A 2. Final Exam
Be able to <i>analyze</i> and apply a methodology to evaluate the basic assumptions and the techniques of the various evidence-based approaches and models of the Family Systems approach in light of Scriptural principles. CACREP 2.F.2.a, d, g)	<i>Instruction:</i> Lecture and Discussion on Jones book, Theology of Family Relationships, Family Systems Theory & the Scriptures; Worldview and Evaluation of theories, <i>Reading:</i>	1. QQTP Assignment 2. Study sheets on each model, Part B.
Increase in ability to <i>value</i> systems thinking in family assessment and intervention. CACREP 2.F.5.b; 5.F.1.a, b, c)	<i>Instruction:</i> Lecture and Discussion on Family Therapy History and Systems thinking <i>Reading:</i> Jones, Gehart Ch. 11	1. Pre and Post Reflection Paper on Family Systems
<i>Demonstrate</i> skills related to marriage and family therapy and community mental health counseling by writing a case conceptualizations and treatment plans using a single counseling theory. (CACREP 2.F.5.g, h; 5.F.3.d)	<i>Instruction:</i> Lecture on Case Conceptualization & Treatment Planning <i>Reading:</i> Gehart, Chapters 2, 15	1. Group Presentation of Case Conceptualization and Treatment Plan. 2. Final Case Conceptualization and Treatment Plan

Course Requirements and Evaluation of Grades

Assignment/Requirements & Description	Percentage of total grade	Due Date
Reflection Paper You will be asked to write a one-page reflection on the first day of class and do the same on the last day of class. Please bring a piece of paper to use for writing your reflection, or you can type it on your laptop. Submit on Canvas Assignments.	5%	8/22

<p>The Reflective Counselor Activities</p> <p>Ch. 6: Metaphor for Change Due 8/31 Ch. 2: Activity 5, Roots to the Sky Due 9/7 Ch. 2: Activity 8, Personal Philosophies Due 9/14 Ch. 4: Activity 14, Symbolism Due 10/26 Ch. 6: Theory Fill-in-the-Blank Due 11/9 Complete these activities before class; be prepared for discussion.</p>	5%	8/31 9/7 9/14 10/26 11/9
<p>The Counsel of Heaven on Earth</p> <p>QQTP - Questions, Quotations & Talking Points:</p> <ul style="list-style-type: none"> • Questions: Note the points at which a question comes to mind as you read <i>The Counsel of Heaven On Earth</i>. Write a thoughtful question that invites analysis, synthesis, or evaluation of the material, or makes connections between the readings and previous readings • Quotation: Select a quotation that is especially pertinent or relevant to the main points of the text. The quotation should be neither too short (1-2 lines), nor too long (10-12 lines). Cite the page number. • Talking Points. Write talking points that show that you have thought seriously and critically about the reading. You do not need to answer your question here, but you may talk about it if you wish. Write at least five detailed talking points, covering several different topics from the reading. A rubric for this assignment is posted on Canvas. *Reading percentage grade will be averaged with writing grade. 	5%	% Read and Responses to QQTP 8/24
<p>Study Sheets (10 points each—A+B)</p> <p>Each model (theory) will be summarized with a study sheet (A) and evaluated from a biblical worldview.</p> <p>A. Students will develop study sheets for each of the 10 chapters on theories (Chapters 4-13). These will be due on the day of the lecture (e.g., the psychodynamic study sheet is due at the beginning of class on psychodynamic theory). Students will use these to prepare for the lecture, the final exam, and eventually their exit exam and licensing exam. These study sheets should be 3-5 typed pages long and may be in outline format or any format (like a chart) that facilitates students' personal learning. Section A will not be graded for content, although it should be thorough. This may seem like a laborious task, but most students find these very helpful for deepening their understanding of the material.</p> <p>B. Evaluation of Models from Biblical Worldview: Using concepts from the Jones book, the Balwick and Balwick book, and lectures in class, the student will use the Worldview Evaluation Questions (available on Canvas/Course Documents/Therapy Model Biblical Application) to analyze and evaluate the basic assumptions and techniques of each counseling models. Each model should be evaluated from a biblical worldview. All students who do a reasonable job completing the 10 study sheets and turn them in on time will receive a grade of A for this specific assignment. Each study sheet is worth 10 points.</p>	25%	Each study sheet is due on the day of the lecture.
<p>Group Presentation of Case Conceptualization & Treatment Plan</p> <p>Students will be divided into groups. Each group will present to the class a Case Conceptualization and Treatment Plan based on the assigned Theory.</p> <ul style="list-style-type: none"> • A theory-specific case conceptualization based on form on Canvas. • A treatment plan --blank templates available on Canvas. <ul style="list-style-type: none"> ○ The case conceptualization and treatment plan should 	20%	Group presentation are due on the day of the lecture corresponding with the therapy model; graded according to

<p>address the issues raised in the case description for the assigned theory, using the language of the theory.</p> <ul style="list-style-type: none"> ○ Presentations should be no longer than 20 minutes. ○ Students must have PowerPoints to facilitate class discussion. ○ Bring a printed handout of the case conceptualization and treatment plan for the professor to provide written feedback. The Case Conceptualization and Treatment plan should be loaded to Canvas/Assignments ○ Students will be graded using the rubrics available on Canvas. The Treatment plan and Case Conceptualization rubric grades will be added to the Total Rubric, which also includes Goodness of Fit of the theory with the client issues; Biblical concepts pertinent to the case and theory being utilized, format, and grammar. ○ Approximate time to complete assignment outside of class: 8 hours. ○ Due to tight scheduling, presentations cannot be rescheduled. Students should make every effort to be there. An alternative assignment will be given for excusable absences as by the professor and seminary policies. 		<p>rubrics.</p>
<p>Theory Case Conceptualization & Treatment Plan (Each Student at end of semester) Students will develop a theory-specific case conceptualization with treatment plan for their theory of choice. Instructions are as follows:</p> <ol style="list-style-type: none"> 1. Select Theory for Case Study: Students will choose one Select one of the following theories: <ol style="list-style-type: none"> a. Psychodynamic, Jungian, Adlerian, Person-Centered, Existential, Gestalt, Cognitive-Behavioral, Systemic Family Counseling, Solution-based, Collaborative, Narrative, or Feminist. 2. Vignettes: Students will use a case chosen from the available cases on Canvas. 3. Case Conceptualization: Assess the client in the vignette using the case conceptualization template provided. Students should feel free to go beyond the examples in the book to customize the conceptualization for their case study/clients. 4. Treatment Plan: Develop a treatment plan using the blank template available on Canvas under Assignments); the rubric on Canvas will be used to score the assignment. The treatment plan should be designed using a single theory. <ol style="list-style-type: none"> a. Be sure you choose a theory that is a good fit for treating the presenting problem you choose. You will find certain problems lend themselves to certain models. <ul style="list-style-type: none"> • After selecting your model, be careful to add any components specific to the model that you previously identified as essential to using this model with a biblical approach. • Approximate time to complete: 5-10 hours depending on understanding of material and writing ability. • Grading: Students will be graded using the rubric available on the Canvas (Assignments/Theory Case Conceptualization and Treatment 	<p>25%</p>	<p>Nov 16</p>

Plan) <ul style="list-style-type: none"> • Papers must be stapled: no binders or plastic covers will be accepted • Use full APA Cover sheet format; no additional information should be added (e.g., class number, professor name, etc.). • All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. <i>Writing Between the Lines</i> by Doug Flemons is an excellent resource on formal writing style in the social sciences. Students who would like extra assistance should make use of additional seminary writing resources at the Write Stuff office. • See the Theory Case Conceptualization and Treatment Plan Total Grade Rubric 		
Final Exam The final exam is designed to be a culminating experience for the student to solidify the knowledge that has been presented over the course of the term. The exam will be multiple-choice and cumulative, in the hope it will give the student some preparation for the licensing exam. This multiple-choice exam will be completed online no later than the finish time of the final exam (11 am Tuesday, December 7) <ul style="list-style-type: none"> • Approximate time to complete: 10 hours of studying in addition to hours preparing the Study sheets. • One-page reflection on the last day of class. Please bring a piece of paper to use for writing your reflection. It can be lined or blank. 	15%	December 7, Tuesday 9-11 am

Course Teaching Methodology

The course will use the following methodologies: Lecture, Reading (evaluation and synthesis), Group Work, Objective Exams

Textbooks

Required Textbooks

Gehart, D. (2013). *Theory and treatment planning in counseling & psychotherapy*. (2nd edition) CA: Thomson, Brooks/Cole. ISBN 9781305089617

Hinkle, M.S., & Drew, M. (2020). *The reflective counselor: 45 Activities for developing your professional identity*. NY, NY: Routledge/Taylor & Francis Group. ISBN 9780367182977

Jones, I., (2006). *The counsel of heaven on earth: Foundations for biblical Christian counseling*. Nashville, TN: B & H. Academic. ISBN 9780805443431

Required Articles (distributed in class)

Optional Text

This text is not required, but it will be on reserve in the NOBTS library and is an excellent source for evaluation of the counseling theories covered in the course.

Tan, S. (2022). *Counseling and Psychotherapy: A Christian Perspective (2nd ed.)*. Baker Academic. ISBN 9781540962904

Evaluation of Grade

This course is graded according to seminary policy:

A--93-100

B--85-92

C--77-84

D--70-76

F--Below 70

Additional Items and Class Policies**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 [academic catalog](#).

Attendance Policy

Traditional and NOLA2U Classes: Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of "F" for the course. Three tardies will count as one absence.

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, 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) 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 Canvas for information specific to this course. Because Canvas 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 Canvas 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 and considers it a serious academic and ethical offense. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS *Student Handbook* for the definition, penalties, and policies associated with plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

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 Canvas 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 and are expected to demonstrate completion of readings through class discussion.

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 - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. CanvasHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Canvas Learning Management System NOBTS.Canvas.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

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*.

Weekly Agenda and Reading Schedule

DATES	READINGS	ASSIGNMENTS	LEARNING EXPERIENCES
Aug 16	Gehart Ch 1	Write 1 page (max) on your understanding of systems thinking in family counseling, and why it is valuable (in class). Submit on Canvas/Assignments	Introduction/Syllabus Lectures: Social Perspectives on Family History of Family Therapy Counseling Theory, Competency, Research and You. Gehart: Ch. 1 How Effective is Therapy?
Aug 23	Jones, complete book	Reading Report: Jones book. Report the percentage read by class time today on Canvas. QQTP: Jones book. Upload to Canvas by class time. Be ready to discuss.	Lectures: Theology of Family Relationships; Family Systems Theory & the Scripture (Yarhouse) QQTP Discussion <i>The Counsel of Heaven on Earth</i>
Aug 30	Gehart Ch. 2 Gehart Ch. 15	Hinkle Activity: Ch.6, Act 22: Metaphor for Change	Lectures: Case Conceptualization/ Treatment Planning Gehart: Ch. 2, Ch. 15 https://www.youtube.com/watch?v=h517m5QH_qE Worldview and Evaluation of Theories
Sep 6	Gehart Ch. 3	Hinkle Ch.2; Act. 5 Roots to the Sky	Lectures: Psychoanalytic and Psychodynamic Counseling and Psychotherapy
Sep 13	Gehart Ch. 4, Ch 5	Hinkle Ch. 2: Act. 8 Personal Philosophies	Lecture: Jungian Analytic Psychology

			Lecture: Adlerian Individual Counseling
Sep 20	Gehart Ch. 6		Lecture: Person-Centered Counseling & Psychotherapy
Sep 27	Gehart Ch. 7		Lecture: Existential Counseling & Psychotherapy
Oct 4	FALL BREAK	NO CLASS MEETING	
Oct 11	Gehart Ch. 8		Lecture: Gestalt Counseling & Psychotherapy
Oct 18	Gehart Ch. 9		Lecture: Foundational Cognitive-Behavioral Approaches
Oct 25	Gehart Ch. 10	Hinkle: Ch. 4. Act. 14 Symbolism	Lectures: Evidence-Based Cognitive/Behavioral Approaches: Dialectic Behavioral Therapy and Trauma-Focused CBT
Nov 1	Gehart Ch. 11		Lectures: Systemic Family Counseling & Therapy
Nov 8	Gehart Ch. 12	Hinkle Ch. 6, Act. 23 Theory Fill in the Blank	Lecture: Solution-Based Approaches
Nov 15	Gehart Ch. 13 Gehart Ch. 14	Due: Theory Case Conceptualization and Treatment Plan	Lectures: Narrative & Collaborative Approaches Feminist & Multicultural Counseling & Psychotherapy
Nov 22	THANKSGIVING BREAK 22-26	NO CLASS MEETING	
Nov 29	Discussion of Treatment Plans		
FINAL EXAM	Final Exam		Dec. 7, 9-11 am

Selected Bibliography

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