

**ASHLAND THEOLOGICAL SEMINARY**  
**CLC 7794—NARRATIVE APPROACHES TO COUNSELING**  
**Fall Semester 2021**  
**Saturdays, 8:30 AM-4:15 PM; Ashland Campus**  
**October 30; November 6, 13, & 20**

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### **Course Description**

This course provides an understanding of the ideas, assumptions, goals, and methods of narrative therapy as they apply to the practice of clinical counseling. Conceptualization of client concerns from a narrative worldview, treatment planning, and the strategies and techniques for attaining treatment goals will be explored. Emphasis will be given to the varied needs of individuals, couples, and families seeking help.

### **Student Learning Objectives:**

At the end of this course, students will:

1. Articulate an understanding of the background, underlying principles, and approach to counseling utilized in Narrative Therapy as compared with other theoretical orientations and the Christian worldview (KO1, KO2, KO5, KO9; PSO1, PSO2, PSO4, PSO5; PAO4).
2. Provide evidence of understanding how the power of language, relationships, and culture factor into the development of the client's story and the particular techniques used in clinical counseling practice to help clients recover from "problem-saturated" stories that may have developed (KO1, KO2, KO5, KO9; PSO1, PSO2, PSO4, PSO5; PAO4).
3. Demonstrate an understanding of how clinical assessment, diagnosis of mental and emotional disorders, and treatment planning are conducted from a Narrative Therapy perspective with a variety of disorders (KO1, KO2, KO5, KO9; PSO1, PSO2, PSO4, PSO5; PAO4).
4. Apply Narrative concepts and strategies to case studies in preparation for use with clients they may counsel (KO1, KO2, KO5, KO9; PSO1, PSO2, PSO4, PSO5; PAO4).
5. Incorporate and adhere to ethical and legal considerations (KO1, KO2, KO5, KO9; PSO1, PSO2, PSO4, PSO5; PAO4).

*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

### **Knowledge Base**

**Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure**—This course meets the Ohio Administrative Code (OAC) requirement for Methods of Intervention and Prevention of Mental and Emotional Disorders—4757-13-01(A)(5)(d)

### **CACREP CMHC Standards**

F.1.a. history and philosophy of the counseling profession and its specialty areas.

F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

- F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- F.2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- F.2.e. the effects of power and privilege for counselors and clients
- F.2.f. help-seeking behaviors of diverse clients
- F.2.g. the impact of spiritual beliefs on clients' and counselors' worldviews
- F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- F.3.a. theories of individual and family development across the lifespan
- F.3.c. theories of normal and abnormal personality development
- F.5.a theories and models of counseling
- F.5.b. a systems approach to conceptualizing clients
- F.5.j. evidence-based counseling strategies and techniques for prevention and intervention

**Teaching Strategies for Student Learning**

This course will utilize a variety of learning approaches including, but not limited to, lecture, small group discussion, multimedia presentations, reflection, and assignments designed to help students foster critical thinking skills.

**Required Texts**

Morgan, A. (2000). *What is narrative therapy? An easy-to-read introduction*. Adelaide, South Australia: Dulwich Centre Publications. ISBN 0957792905

Zimmerman, J.L. & Dickerson, V.C. (1996). *If problems talked: Narrative therapy in action*. New York: The Guilford Press. ISBN 9781572301290

**Class Schedule (Subject to Change)**

Week #	Date	Lecture/Topic	Readings/Assignments
1	October 30	Introduction to Narrative Therapy & the Narrative Worldview	Morgan: 1-2 Zimmerman & Dickerson: 1-2
2	November 6	Assessment, Diagnosis, and the Narrative Conceptualization of Problems	Morgan: 3-8 Zimmerman & Dickerson: 3-5
3	November 13	Narrative Techniques and Procedures	Morgan: 9-11 Zimmerman & Dickerson: 6-10
4	November 20	Narrative Approaches to the Treatment of Mental, Emotional, and Relational Disorders in Children, Adolescents, and Adults	Morgan: 12-14 Zimmerman & Dickerson: 11

## Grading Elements

Student grades will be assigned based upon the following:

- 1. Engagement & Professionalism**—Attendance and participation in class sessions is expected; however, being “present” is much more than simply showing up. Since it is the professor’s belief that there are direct connections between how one approaches academic training and one’s professional conduct in the field, the following are expected of all students: promptness to and preparedness for class, positive participation, and professionalism in all work submitted. **Failure to adhere to these guidelines may negatively impact the student’s final grade.**
- 2. Chapter Reviews (40%)**—Each student will read any two of the chapters found in Part II of Zimmerman & Dickerson’s text *If Problems Talked: Narrative Therapy in Action* and write a review on them. The purpose of this assignment is to increase the student’s awareness of the development of a narrative worldview in the conceptualization of problem development, use of narrative techniques, and how one’s personal narrative can become edited to resolve problems and attain a healthier view of self, others, and the world in which one lives. This assignment relies on the student’s ability to analyze the body of work and involves more than just a summary of the information presented; it requires an in-depth analysis of the material. The student must use critical thinking skills, and his or her subjective opinion, giving a complete picture of the reviewed material. As noted in the seminary’s “paper types” description, a book review provides an understanding of what the work is about, whether the reviewer thinks it has value or merit, and why the reviewer has a particular judgment about it. This paper will be 4-6 pages of text (excluding title page), in Word format, APA style, and **must be received electronically (use Blackboard drop box) by noon on Friday, December 3<sup>rd</sup>.**
- 3. Narrative Conceptualization & Discussion Paper (60%)**—In lieu of an exam on the course materials, students will select a particular problem that they have either helped a client with or dealt with in their own life to conceptualize and discuss now from a narrative perspective. Guidelines for the assignment will be posted on the Blackboard page for the course. The Narrative Conceptualization & Discussion project **must be received electronically (use Blackboard drop box) by noon on Friday, December 10<sup>th</sup>.**

## Calculation of Grade and Connection of Learning Outcomes

<b>Assignments</b>	<b>ATS Degree Learning Outcomes:</b>	<b>CACREP Learning Outcomes</b>	<b>Percent of Final Grade</b>
Chapter Reviews	K 2,3,5,9	F.3	40%
Narrative Conceptualization & Discussion Paper	K 2,3,5,9	F.3	60%

## ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative

			expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

### **Attendance Statement**

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

### **Attendance Reporting**

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

## Recommendations for Lifelong Learning

Students are encouraged, throughout their careers, to continue learning about the mental and emotional disorders through intentional efforts to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, trainings, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about best practices regarding the treatment of these issues.

## ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

## Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The AMuLit Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified consultants can advise you online or in person. For more information [click here](#).

- Receive one-on-one feedback from an AMuLit Center graduate consultant on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment, then within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom by request.
- To schedule an asynchronous email appointment, go to [www.ashland.mywconline.com](http://www.ashland.mywconline.com) (you will need to register for an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at [amulitcenter@ashland.edu](mailto:amulitcenter@ashland.edu).
- Visit our graduate services webpage for more information - <https://www.ashland.edu/administration/graduate-online-adult-center-academic-support/resources-students/graduate-writing-consultation>

## Accessibility Resources and Accommodations

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to [au-sac@ashland.edu](mailto:au-sac@ashland.edu). The Student Accessibility Center

office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

### Recommended Resources

- Angus, L., & McLeod, J. (Eds.) (2004). *The handbook of narrative and psychotherapy*. Thousand Oaks, CA: Sage Publications.
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Burns, G. W. (2007), *Healing with stories: Your casebook collection for using therapeutic metaphors*. Hoboken, NJ: John Wiley & Sons
- Burns, G.W. (2001) *101 healing stories: Using metaphors in therapy*. Hoboken, NJ: John Wiley & Sons.
- Eron, J.B., & Lund, T.W. (1996). *Narrative solutions in brief therapy*. New York: The Guilford Press.
- Freeman, J., & Combs, G. (1996). *Narrative therapy: The social construction of preferred realities*. New York: W.W. Norton & Company.
- Gergen, K. J. (2009). *An Invitation to social construction*. (2<sup>nd</sup> ed.). Los Angeles: Sage.
- Gilligan, S., & Price, R. (1993). *Therapeutic conversations*. New York: W.W. Norton & Company.
- Josselson, R. & Lieblich, A. (Eds.) Vol. 3 (1995) *Interpreting experience: The narrative study of lives*. Thousand Oaks, CA: Sage Publications
- Madigan, S. (2011) *Narrative Therapy*. Washington, DC: American Psychological Association.
- McAdams, D.P. (1993). *The stories we live by: Personal myths and the making of the self*. New York: The Guilford Press.
- McAdams, D.P. (2006). *The redemptive self: Stories Americans live by*. New York: Oxford University Press.
- Mehl-Madrona, Lewis (2007), *Narrative Medicine: The Use of History and Story in the Healing Process*, Rochester, Vermont: Bear & Company
- Monk, G., Winslade, J., Crocket, K., & Epston, D. (Eds.) (1996). *Narrative therapy in practice: The archeology of hope*. San Francisco: Jossey-Bass Publishers.
- Narrative therapy and community work: A conference collection. (1999). South Australia: Dulwich Centre Publications.
- Neimeyer, R. & Raskin, I. (Eds.) (2000), *Constructions of Disorder: Meaning making frameworks for psychotherapy*.
- Parry, A., & Doan, R.E. *Story re-visions: Narrative therapy in the postmodern world*. New York: The Guilford Press.
- Smith, C., & Nylund, D.K. (1997). *Narrative therapies with children and adolescents*. New York: The Guildford Press.
- Walter, J.L., & Peller, J.E. (1992). *Becoming solution-focused in brief therapy*. Levittown, PA: Brunner/Mazel.
- White, M. (1995). *Re-authoring lives: Interviews & essays*. South Australia: Dulwich Centre Publications.