



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

Family Systems Theories and Therapies PSYC6351 Church & Community Ministries Division

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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.

Purpose of the Course

The purpose of this course is for students to learn about the primary models in marriage, premarital, and family systems work.

Core Value Focus

This year's core value focus is Mission Focus. With an emphasis on the core value of Missions Focus, students will be challenged to see how both personally and in the corporate life of the church body, they can have a part in changing the world through participating in the helping effort.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

- 1. Biblical exposition:** This course challenges students to identify biblical principles that are foundational for evaluating family systems models of therapy.
- 2. Effective servant leadership:** This course empowers students to adapt a servant position in their work with clients.
- 3. Interpersonal relationships:** This course enhances awareness of the student of the need to be able to use different methodologies with people who have distinctive needs.
- 4. Disciple making:** This course introduces the student to the element of "walking along with" their clients in discovering solutions for their problems.
- 5. Spiritual and character formation:** This course challenges students to stretch their own discipline in learning and evaluating various methodologies to utilize in helping others.

Course Description

In this course students examine the theoretical and practical foundations of the family systems approach to marriage and family therapy. The major theorists, theories, various models and

practices are examined. The primary focus is upon the theories, principles, and language, which support the numerous marriage and family therapy models. This course is prerequisite for all other therapy courses.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

1. be able to demonstrate *knowledge* and *comprehension* of
 - A. the events and the persons who developed the Family Systems approach to marriage and family
 - B. the basic theories, concepts, various models and techniques in the Family Systems Approach to marriage and family therapy.
2. be able to *analyze* and apply a methodology to evaluate the basic assumptions and the techniques of the major models of the Family Systems approach in light of Scriptural principles.
3. increase in ability to *value* systems thinking in family assessment and intervention
4. *demonstrate* skills related to marriage and family therapy by practicing using a systemic approach to evaluate a case study and develop a treatment plan.
5. increase in frequency of evaluating personal Missions Focus and it's impact on the family system by evaluating the impact of Missions Focus in their own family system.

Required Texts

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

- Yarhouse, M., & Sell, J. (2008). *Family therapies: A comprehensive christian appraisal*. Downers Grove, IL: IVP Academic.
- Gehart, D. (2013). *Theory and treatment planning in counseling & psychotherapy*. CA: Thomson, Brooks/Cole.
- Balswick, J.O., and Balswick, J.K. (2007). *The family: A christian perspective on the contemporary home* (3rd ed.). MI: Baker Books.
- Jones, I., (2006). *The counsel of heaven on earth: Foundations for biblical christian counseling*. Nashville, TN: B & H. Academic.

Teaching Methodology

A variety of teaching methods will be used in this course including: lecture, videotape vignettes of various psychological disorders, PowerPoint presentations, and class discussions.

Evaluation Criteria

Assignments and Evaluation Criteria:

1. **Objective 1:** be able to demonstrate *knowledge* and *comprehension* of
 - A. the events and the persons who developed the Family Systems approach to marriage and family

B. the basic theories, concepts, various models and techniques in the Family Systems Approach to marriage and family therapy.

Weekly Reading Quizzes: The weekly quizzes will be in a multiple choice, true/false format covering the weekly reading assignment for that class week. Quiz dates: Each Tuesday beginning with the second Tuesday of the semester (08/26). Quizzes will be given at 12:30 pm sharp. No quizzes will be given to students who arrive late and a grade of zero will be assigned. Two of your lowest quiz grades will be dropped.

Book Review: For the text by Balswick and Balswick, *The Family: A Christian Perspective on the Contemporary Home*, each student will read entire book. Provide a 2-3 page (single spaced) book review discussing the *elements of a healthy family system*, being sure to address each of the seven parts of the text. **Due Tuesday, September 2.**

Exam I: Tuesday, Sept 16. This exam will cover the first four units.

Objective 2. be able to *analyze* and *apply* a methodology to evaluate the basic assumptions and the techniques of the major models of the Family Systems approach in light of Scriptural principles.

Read *The Counsel of Heaven on Earth: Foundations for Biblical Christian Counseling*, by Dr. Ian Jones. Report of the percentage read of this book --record on Blackboard no later than Sept. 9. Student should complete the book and begin thinking about concepts in this book to use for evaluating counseling models.

Evaluation of Models/Worldview: Using the Jones book, Balswick and Balswick (format)

book, the lectures in class, develop a systematic plan (please put into chart to guide a counselor in how to analyze and evaluate the basic assumptions and techniques of counseling models and be able to defend your choice to use or not use a model. Each model should be evaluated from a biblical worldview. Each student should turn in 10 evaluations. Each evaluation will be turned in the class period following the study of that model.

Theorist Biography: Read biographical information on the theorist assigned. A list of theorists will be found under the Wiki section (on Blackboard). Students should sign up for a specific theorist. Sign up is on a first-come-first-serve basis.

Write a 2-3 page paper (follow APA guidelines) using the following elements:
1. Outline the family, cultural, religious, economical, and educational background of the assigned theorist.

2. Predict and describe the view of human nature and characteristics of the counseling theory you would expect from someone with that particular background. Include events, personal experiences, cultural conditions, and historical contexts that may have generalized into the theorist's belief system about human nature. Give evidence (from either stated philosophical assumptions or techniques within the model) of the theorist's belief system.
3. Due the day we study the model/theorist you have selected.

Objective 3: increase in ability to *value* systems thinking in family assessment and intervention

The student will write a one **page reflection paper** (in class) at the beginning of the semester outlining their understanding of systems thinking in family counseling, and why it is valuable. The student will write a one page reflection paper (in class) at the end of the semester outlining their understanding of systems thinking in family counseling, and why it is valuable.

Objective 4: *demonstrate* skills related to marriage and family therapy by practicing using a systemic approach through a case study and developing a treatment plan.

1. **Case Study Treatment Plan:** Students are to develop a detailed treatment plan for a family, based on information given. Follow the format provided below. Utilize a family systems approach, specifying the model you used (e.g. Structural, Cognitive-Behavioral, Bowenian, etc.).
The treatment plan is due Tuesday, **December 2**. An in-class discussion of this case will follow. (8 points deducted for each class day late after the due date - any assignment submitted after the final exam is given results of 0 points).

Students are required to pass this course with a grade of B or higher in order to begin their practicum.

- A--93-100
- B--85-92
- C--77-84
- D--70-76
- F--Below 70

Course Agenda and Reading Schedule

Reading assignment indicated by * and by +

*indicates DSM-5

+indicates *Abnormal Psychology in a Changing World, 8/e*.

Important Note: Each reading assignment is to be completed prior to the Tuesday quizzes. Six sectional quizzes will be given on each Tuesday of weeks 2, 4, 6, 8, 13, & 15. However, at least one quiz grade will be dropped (the lowest) before the student's final average is computed.

Bring your DSM-5 to class each day.

<u>Weeks 1 & 2:</u> Quiz – Sept 1	*xiii through 25, 817-831 +Chapters 1, 2, 3 Introduction, Methods of Research Contemporary Perspectives and Treatment, DSM-5 Classification and Assessment
<u>Week 3 & 4:</u> Quiz – Sept 15	* pages 31-86, 733-748 +Chapter 13 Neurodevelopmental Disorders, Abnormal Behavior in Childhood and Adolescence.
<u>Week 5 & 6:</u> Quiz – Sept 29	*pages 87-122 +Chapter 11 Schizophrenia Spectrum Disorders
<u>Week 7 & 8:</u> Quiz – Oct. 13	*pages 123-188 +Chapter 7 Mood Disorders
<u>Week 9:</u> Oct 20	Fall Break
<u>Week 10:</u> Oct 27	Mid-Term Exam (online) Lecture on Chapters 4-5 Reading due next week
<u>Week 11 & 12:</u> Quiz – Nov 10	*pages 189-290 +Chapters 4 and 5 Anxiety Disorders and OCD and related disorders, Stress Related Disorders
<u>Week 13</u> Quiz --- Nov 17	*pages 291-328 + Chapter 6 Dissociative Disorders, Somatic Symptom and Related disorders
<u>Week 14</u> Nov 24	Thanksgiving Break
<u>Week 15 & 16</u>	*pages 461-480, 645-684, 761-782

Quiz- Dec 8

+Chapter 12
Personality Disorders,
Impulse Control Disorders

FINAL EXAM Dec 15, 9-11 am

*Although overlap will exist between lectures and reading, quizzes will primarily contain questions from the reading assignments. The mid-term and final exams will contain questions from both sources. All quizzes will be primarily multiple-choice. Midterm and Final exams will include discussion / diagnosis, short answer, listing, multiple choice, and matching. This is a fast-paced and academically demanding course. **Students are strongly encouraged to stay current with the reading assignments.***

For Technical Assistance Contact the ITC

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Selected Bibliography

- American Psychiatric Association. (2000) *Diagnostic and Statistical Manual of Mental Disorders*. 4th edition - Text Revision (DSM-V). Washington, K.D.: A.P.A. (ISBN: 0890420254)
- Nevid, Jeffery S., Spencer A. Rathus & Beverly Greene. (2010) *Abnormal Psychology in a Changing World*, 8/e. New Jersey: Prentice-Hall. (ISBN: 0135128978)
- Morrison, James. (1995) *DSM-V Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford Press. (ISBN: 0898625688)
- Preston, John, Mary Talaga, and John O'Neal. (2008) *Handbook of Clinical Psychopharmacology for Therapists*, 5th edition. Oakland: New Harbinger Press, Inc. (ISBN: 1572245352)
- Adler, Alfred. *Individual Psychology of Alfred Adler*. Totowa, N.J.: Rowman and Allanheld, 1973.
- Brennan, James F. *Readings in the History and Systems of Psychology*. Prentice Hall, 1997
- Erikson, Erik H. *Childhood and Society*. New York: W.W. Norton, 1963.
- Freud, Sigmund. *Introductory Lectures on Psychoanalysis*. N.Y.: W.W. Norton, 1966.
- Ginsburg, Herbert P. and Opper, Sylvia. *Piaget's Theory of Intellectual Development*. 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1988.
- Horney, Karen. *Our Inner Conflicts*. N.Y.: W.W. Norton, 1966.
- Hunt, Morton. *The Story of Psychology*. Rev. ed. N.Y.:Anchor, 2007.

- James, William. *The Varieties of Religious Experiences*. New York: The Modern Library, 1962.
- Jung, Carl G. *Memories, Dreams, Reflections*. N.Y.: Vintage Books, 1965.
- Maslow, Abraham H. *Motivation and Personality*, 3rd ed. N.Y.: Harper & Row, 1970.
- Millon, Theodore. *Toward a New Personology*. N.Y.: Wiley & Sons, 1990.
- Sullivan, Harry Stack. *The Interpersonal Theory of Psychiatry*. N.Y.: W.W. Norton, 1953.

THE DEPARTMENT OF PSYCHOLOGY AND COUNSELING
has adopted the following policies for use in all psychology and counseling
classes.

PAPERS OR ASSIGNMENTS

All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.

Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.

Late assignments will result in a deduction of eight points per class period.

Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.

All counseling students will write papers in accordance to standards set in the APA Publication Manual.

Quizzes

Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.

Exams

If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.

Study guide

Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.

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.

Class Participation

Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.