



**COUN6351 Family Systems & Clinical Mental Health
Counseling Theories and Therapies
New Orleans Baptist Theological Seminary
Church and Community Ministries Division
Fall 2016**

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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.

Core Value Focus

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is Characteristic Excellence.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition, Disciple Making, Interpersonal Skills, Servant Leadership, and Spiritual and Character Formation.

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

At the completion of this course, the student will:

1. be able to demonstrate *knowledge* and *comprehension* 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.
2. be able to *analyze* 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.
3. increase in ability to *value* systems thinking in family assessment and intervention.
4. *demonstrate* 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.

Course Teaching Methodology

The course will involve the following methodologies: reading and synthesization, evaluation, lecture, group work, and objective exams.

Textbooks

Gehart, D. (2013). *Theory and treatment planning in counseling & psychotherapy*. (2nd edition) CA: Thomson, Brooks/Cole. ISBN: 978-1305089617

Balswick, J.O., and Balswick, J.K. (2014). *The family: A Christian perspective on the contemporary home* (4th ed.). MI: Baker Books. 978-0801049347

Jones, I., (2006). *The counsel of heaven on earth: Foundations for biblical Christian counseling*. Nashville, TN: B & H. Academic. 978-0805443431

Course Requirements

1. Reflection paper (beginning and end of semester): 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. It can be lined or blank.

2. Book Review Balswick & Balswick: Students must submit a report of the percentage read of the book by the due date, **Aug. 30**. The reading report can be submitted on Blackboard/ Discussion Board.

3. The Counsel of Heaven on Earth: Book report of the percentage read by due date, **Sept.6**.

After reading Dr. Jones' book, write a response to each of the questions on the document "The Biblical Lens." (Blackboard/Assignments/The Biblical Lens). Due **Sept 13, 2016**. *Reading percentage grade will be averaged with writing grade.

4. Study Sheets (10): Each model (theory) will be summarized with a study sheet (A) and evaluated from a biblical worldview.

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 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.

B. Evaluation of Models from Biblical Worldview: Using concepts from the Jones book, the Balswick and Balswick book, and lectures in class, the student will use the Worldview Evaluation Questions (available on Blackboard/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.

5. Group Presentation of Case Conceptualization & Treatment Plan: Students will be divided into 12 groups. Each group will present to the class a Case Conceptualization and Treatment Plan based on the assigned Theory.

*A theory-specific case conceptualization based on examples in the Gehart book.

- *A treatment plan from Chapter 2 of Gehart (blank templates available on the Cengage website for the textbook or www.masteringcompetencies.com).
- *The case conceptualization and treatment plan should address the issues raised in the video (or description) for the assigned theory.
- *Presentations should be no longer than 20 minutes.
- *Students must have PowerPoint overheads to facilitate class discussion.
- *Bring a printed handout of the case conceptualization and treatment plan for the professor to provide written feedback.
- *Students will be graded using the CACREP rubrics available on the textbook's website.
- **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 defined in university and department policies.

6. Theory Paper with Case Conceptualization & Treatment Plan

Students will develop an 8-10 page paper with a theory-specific case conceptualization with treatment plan for their theory of choice. Instructions are as follows:

1. Select Theory for Case Study: Students will choose one theory from the following: Psychodynamic, Jungian, Alderian, Person-Centered, Existential, Gestalt, Cognitive-Behavioral, Systemic Family Counseling, Solution-based, Collaborative, Narrative or Feminist.
2. Vignettes: Students will write a brief, one-paragraph vignette for the case client using one of the following:

- *A personal life situation the student is comfortable discussing in the paper (Students should choose a situation that is fairly well resolved for this exercise rather than a currently painful issue).
- *A case specified by the instructor.

3. Case Conceptualization: Assess the client in the vignette using the "theory-specific case conceptualization template" from Gehart. 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 form in Chapter 2 of Gehart (blank template available on the Cengage webpage for this book); the rubric in the textbook will be used to score the assignment. The treatment plan should be designed using a single theory.

*Note: 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.

* 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: 30-40 hours depending on understanding of material and writing ability.

*Grading: Students will be graded using the rubric available on the blackboard website.

*Format Instructions: Students should use the following guidelines:

- *The paper must be double spaced in 12 point Times Roman. Use 1.5 inch margins on all sides; this is to ensure that everyone has a similar understanding of "one page."

- *Students are encouraged to use "headers" to structure their papers. Please use the format for two levels of headers; bolding may be added to level one and italics are required for level 2.

- *Papers must be stapled; no binders or plastic covers will be accepted. Please note, the cover page and bibliography are not included when counting paper length.

- *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. *Writing Between the Lines* 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.

7. 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.

*Approximate time to complete: 10 hours of studying in addition to hours preparing the Study sheets.

NOTICE: Blackboard course: Family Systems Theories and Therapies (COUN6351KS). Powerpoint notes from lectures and other important material from the course will be found there.

Evaluation of Grade

The student's grade will be computed as follows:

1. Reflection paper (beginning and end of semester)	5%
2. The Counsel of Heaven on Earth: Book report of % read	5%
2. Book Review Balswick & Balswick (8/30)	5%
3. Study Sheets (10)	25%
4. Group Presentation of Case Conceptualization & Treatment Plan	20%
5. Theory Paper with Case Conceptualization & Treatment Plan	25%
6. Final Exam	15%

Technical Assistance

For assistance regarding technology, consult ITC (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. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.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.

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.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

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.

Course Schedule

The following class schedule may be altered contingent upon students' current level of experience and knowledge of family systems theory and therapy, and/or students' needs and learning acquisition once class begins.

Date	Lecture	Assignment
8/23	Introduction/Syllabus Social Perspectives on Family History of Family Therapy Counseling Theory, Competency, Research and You. Gehart: Ch. 1	Write 1 page (max) on your understanding of systems thinking in family counseling, and why it is valuable (in class) Gehart Ch. 1
8/30	Theology of Family Relationships: Balswick & Balswick Family Systems Theory & the Scripture	Balswick & Balswick: Completed reading of book, report % read.
9/6	Case Conceptualization/ Treatment Planning Gehart: Ch. 2, Ch. 15 https://www.youtube.com/watch?v=h517m5QH_qE Worldview and Evaluation of Theories	Gehart Ch. 2 Gehart Ch. 15 Complete Jones book, report % read.
9-13	Psychoanalytic and Psychodynamic Counseling and Psychotherapy	Gehart Ch. 3 The Biblical Lens paper due.

9/20	Jungian Analytic Psychology	Gehart Ch. 4
9/27	Adlerian Individual Counseling	Gehart Ch. 5
10/4	Person-Centered Counseling & Psychotherapy	Gehart Ch. 6
10/11	Existential Counseling & Psychotherapy	Gehart Ch. 7
10/18	Fall Break Oct. 15-19	
10/25	Gestalt Counseling & Psychotherapy	Gehart Ch. 8
11/1	Foundational Cognitive-Behavioral Approaches	Gehart Ch. 9
11/8	Evidence-Based Cognitive/Behavioral Approaches: Dialectic Behavioral Therapy and Trauma-Focused CBT	Gehart Ch. 10
11/15	Systemic Family Counseling & Therapy	Gehart Ch. 11
11/22	Thanksgiving Break	
11/29	Solution-Based Approaches	Gehart Ch. 12
12/6	Narrative & Collaborative Approaches	Gehart Ch. 13
	Feminist & Multicultural Counseling & Psychotherapy	Gehart Ch. 14
12-13	Final Exam 12:00-2:00 pm	

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